



EFL Classroom Activities in Teaching Listening Using Songs for Students

Figen Güler; Eylem Bozkurt

English Education Department Graduate Program, Bilkent University, Turkey

<https://doi.org/10.47814/ijssrr.v4i1.63>

Abstract

The aim of this study was to reveal English Foreign Language (EFL) classroom activities conducted by teachers in teaching listening using songs. A qualitative study method was applied. Three teachers of a senior high school in Indonesia were interviewed. Classroom observations were done. Teachers strongly believed that their students enjoyed the class and involved in the activities provided. The results show that students were eagerly active in the class joining activities conducted by teachers in teaching listening using songs. There were sixty students given questionnaire. They were chosen randomly. The study implies that it is necessary for teachers to plan various activities to attract students' attention as well as to choose the appropriate song so that all of students are engaged in the learning process.

Keyword: *Classroom Activity; EFL Song; Teaching Listening*

Introduction

The researcher portrays the curriculum changing in Indonesia, especially in English Foreign Language (EFL) for secondary school students. Dealing with the materials, there is something interesting in the newest syllabus compared to the previous one. In the earlier curriculum applied, only students of language and cultural program have songs in their English class. However, in the newest curriculum, the Ministry of Education and Culture (Kemdikbud) states clearly that song is provided in the syllabus not only for students of language and cultural program but also for students of natural and social science (2016, p.26). The change brings some effects because not all of high schools in Indonesia have language and cultural class. It means that for many teachers this is a brand new experience. Therefore, it is interesting to find out teachers' classroom practices while teaching listening using songs.

In the attachment of the regulation, it is clearly written that song is presented in term of affective, cognitive, and linguistic aspects. According to the syllabus, teachers have to discuss songs in term of social functions and language features. In the end, students are asked to be able to understand the meaning or the message of a song. To be able to understand what the song is about, there are some listening activities one must accomplish. Therefore, songs are closely related to listening. It is based on Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts such as a story, song, or poem.



It is believed that listening skill is essential in the language learning process. Linse (2005) considers the teaching of listening skills as the foundation for the development of other language skills. Having a good listening skill, one will learn to speak, read, and write better. Moreover, Richards (2008) believes that listening comes to be seen as an interpretive process. It means that by listening to a certain tape material, one will try to understand, and then probably explain, the meaning behind the material provided.

In the class, teachers are the key to make the learning atmosphere better for students. Since song is available in the syllabus to be learned, it is undeniable that teachers now are asked to be able to teach English using song, especially in the listening section. In fact, not all teachers have sufficient experience of teaching English language using songs since, previously, not every school in Indonesia has language and cultural program. For some schools, this is a new thing. In fact, not all of the teachers have a good understanding of songs. However, the syllabus asks the teachers to bring songs as the material presented in the class. In other words, teachers are asked to prepare themselves to be able to practice teaching listening using songs in the EFL classroom.

In a language learning, Sariçoban and Metin (2000) say that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Arevaro (2010, p.11) also says that songs facilitate the learning of a language in interesting and effective ways. According to Fonseca-Mora et al (2011), songs for language learning have been considered in relation to the development of the four skills, activation of both hemispheres, memory, motivation and cultural sensitivity. In addition, Fauziati (2015, p. 110) says that songs usually provide a peaceful and happy mood for the listeners.

All in all, for students, listening to a song in the class is always something delightful. Using songs in the listening section will be one of the ways in motivating students to learn more seriously and take a part in a given activity. Instead of only listening to the spoken text, songs can be used in the English class in many ways in order to encourage students to be engaged in the learning process.

Sevik (2011) in his research *“Teacher Views about using Songs in Teaching English to Young Learners”* even states that “Learning English through songs also provides a non-threatening atmosphere for students, who are usually tense when speaking English in classroom settings” (p.1029). He explains that song is beneficial in teaching English for young learners. One of his findings is that the EFL teachers would use songs more often if they were able to easily access to songs. However, he shows the fact that songs are not given the necessary attention on a systematical basis in his country.

Millington (2011) in his article *“Using Songs Effectively to Teach Young Learners”* discusses why songs should be considered as useful pedagogical tools. He explains that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. He writes that the greatest benefit of using songs in the classroom is that they are enjoyable. However, simply singing songs will not teach learners how to communicate in another language. Teachers are asked to be able to use songs as one of many ways to help students transfer words from songs into use and explore the potential of songs as teaching and learning tools.

Regarding the fruitfulness of songs in teaching listening, it is interesting to know further how teachers implement the procedure in the classroom. The previous researches mostly focus on teaching English using songs for children. Therefore the study aims to reveal EFL classroom activities conducted by teachers in teaching listening using songs for high school students in Indonesia.



Review of Related Literature

Listening in EFL Teaching

Listening or understanding spoken language is more than a perception of sounds, it is an important and complex language skill to develop. As stated by Rost (2002) listening is equal to experiencing contextual effects, that is, listening as a neurological event (experiencing) overlays a cognitive event, that is, creating a change in a representation.

It is in line with Jeon (2007) states that listening is as a set of activities that involves an individual's capacity to apprehend, recognize, discriminate, or even ignore certain information. Moreover, Steinberg (2007) says that listening is not just merely hearing but rather a complex process that involves four stages, such as sensing and attending, understanding and interpreting, remembering and responding.

According to Leveridge and Yang (2013), listening is a multifaceted, active process of interpretation where listeners match what is heard with what is already known. Similarly, Diaz-Rico (2013) believes that listening is an act of constructing meaning. In this case, listeners draw on their store of background knowledge and their expectation of the message to be conveyed as they actively work at understanding a conversation or presentation.

To sum up, listening is an active process by which listeners try to understand and interpret spoken messages in sound uttered by speakers involving sensing and attending, understanding and interpreting, remembering and responding where listeners match what is heard with what is already known and then creating a representation.

Since listening is crucial in the EFL learning, as stated by Linse (2005) that the teaching of listening skills as the foundation to the development of other language skills, teachers have to find the best way in presenting listening in the class. Likewise, O'Malley and Chamot (1990) say the idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning. It is obvious that a certain tool or step must be applied to carry out teaching listening.

Meanwhile, to be able to present the listening material appropriately in the class, there are some stages offered. According to Davies and Pearse (2000, p.4) and Lindsay and Knight (2006, p.36), the listening practice can be made more realistic and interesting by following specific stages techniques. The stages recommended generally are:

1) Pre-listening:

It is to prepare the students for what they are going to hear. Some teaching ideas for this stage are: discussing a relevant picture or experiences, associating ideas or vocabulary with the topic, and predicting information about the topic.

2) While-listening:

It is to help the students understand the text. In this case, teachers are not allowed to expect them to try to understand every word. Teachers should help students to understand instead of testing their understanding towards the material. Some teaching ideas for this stage are: identifying the exact topic, or an aspect of it, noting two to four pieces of information, answering questions, completing sentences, tables, maps or pictures.

3) Post-listening:

It is to help the students connect what they have heard with their own ideas and experiences. It also allows teachers to move easily from listening to another language skill. Some teaching ideas for this



stage are: giving opinions, relating similar experiences and role-playing, writing a brief report or a similar text, and discussing the topic.

Advantages of Teaching Listening using Songs

Jamalus (1988, p. 5) states that songs can be said as artworks if they are sounded (sung) with the accompaniment of musical devices. Fonseca-Mora et al. (2011) define that “Music is rhythm, a reflection of our physiological life. Music is also melody, the sequence of sounds, which is associated with our emotional life.” (p. 102). To sum up, a song is a piece of music with rhythm and melody which is associated with emotional life.

Harmer (2001, p.242) writes that “music is a powerful stimulus for student engagement because it speaks directly and to our emotion while still allowing us to use our brain to analyze it and its effect...”. That is why music and song have a close relationship with a human being. They are also exposed to authentic material in an enjoyable way (Schoepp, 2001). Therefore, they can also provide a relaxed lesson and be used to form the basis for many lessons.

The elements of music are divided into two (Jamalus, 1988, p.7). Those are main element and expression element. The main element consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It is repeated in the song and said as the base element in music. Melody is a tune. It is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it is the words of a song. The second is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements are needed in creating a song.

It is in line with Fonseca-Mora et al (2011) stating that music is rhythm, a reflection of our physiological life. Music is also melody, sequence of sounds, which is associated with our emotional life. Finally, for humans, music is harmony, simultaneity of sounds that need to be analyzed and studied. Therefore, it can be said that the main elements of music are rhythm, melody, harmony, and lyrics.

Schoepp in Sevik (2012, p.12) believes that there are three patterns emerged from the research on why songs are valuable in the English Foreign Language classroom namely:

1. Affective reasons: songs promote an enjoyable activity that contribute to a supportive, non-threatening setting with confident and active learners.
2. Cognitive reasons: songs contribute to fluency and the automatic use of meaningful language structures.
3. Linguistic reasons: in addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in nonacademic settings.

It is obvious now that song is a beneficial tool in teaching English not only for the affective side but also cognitive and linguistic sides as well.

It is also stated by Cullen (1998) that songs are significant teaching tools in teaching English because, as most teachers find out, students love listening to music in the language classroom and they often hold strong views about music. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning (Harmer, 2001, p.242). Therefore, when designing lessons



and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. In this case, the use of song as the listening material is a suitable answer.

Furthermore, using song can stimulate and motivate students to comprehend the content of materials. The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It can happen because songs have much value of language. Orlova (2003) states that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: practicing the rhythm, stress and the intonation patterns of the English language, teaching vocabulary and grammar, developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.

According to Lo and LI (1998), songs are able to transform classroom's atmosphere into comfortable one which is beneficial for students to develop their lingual skills more easily. Besides, they are exposed to authentic material in an enjoyable way (Schoepp, 2001) which helps them to get prepared for the language they will encounter in daily life. Songs, as a type of literary texts, reflect culture and transmit cultural values between people, societies, and generations. Therefore, while learning a foreign language, a person can learn about a society and its culture through songs (Keskin, 2011, p.379).

To sum up, songs are beneficial in teaching listening. Songs can motivate students to comprehend the content of materials, practicing the rhythm, stress and the intonation patterns of the English language, teaching vocabulary and grammar, developing listening comprehension, and understanding society and culture of the target language.

Classroom Activities in Teaching Listening using Songs

There is a certain procedure of teaching listening using songs that can be applied by teachers as their strategy in the class. According to Cameron (2001), there are three stages:

1. Preparation stage: here, the students are informed about the goal of the task. It is useful to activate the vocabulary and to form basic sentence structures before listening. This could be done using a number of methods, depending on the resources available to the teacher or the size of the class.
2. Core stage: one of the ways is singing the song to involve the students and maximize interest. It would be advantageous to sing the song several times in the core.
3. Follow-up stage: this stage should attempt to build on the successful completion of the core stage. The follow-up stage could be used to develop further, such as written production, vocabulary development, or any others.

However, the level of the students, the interests, the age of the learners, and the song itself have determinant roles in the procedure. Apart from them, it mainly depends on the creativity of the teacher.

Harmer (2001) writes an example of classroom activities in listening using songs. The skills are listening and reading for the general idea and detailed comprehension. The song is "*Ironic*" from Alanis Morissette. Students are given the worksheet and while listening to the song, they have to put the jumbled verses into the correct order. Then, students compare their answers and the teacher checks that they have the verses in the right place. After that, they can listen to the song, and this time they should read each verse as it is sung.



At the end of this procedure, the teacher asks them what the song is about, and what the tone of it is, to elicit the information that is about things always turning out the opposite of what people want. The teacher, then, can take the students through the lyrics, explaining verses they did not understand, asking questions to check their comprehension of various words and expressions. This kind of text study helps them to remember some expressions, especially when they are combined with catchy music.

Further, Harmer explains that there are many ways of using song lyrics. Teachers can give students lyrics with various words blanked out. The teacher can also give students a list of words and ask them to listen to the song in order to choose which of the words are used. The teacher can ask students to put jumbled lines into the correct order or complete the missing lyrics. Another activity is to have the students listen to a song then say what the appropriate title could be.

Method

Research Context

The research was carried out at an EFL class in Indonesia. The school chosen is one of the favorite schools in Central Java. The class focused on the teaching listening using songs.

Research Design

The study on teachers' classroom activities in teaching listening using song was a descriptive qualitative research. In this research, the researcher explored phenomena about classroom practices in teaching listening using songs in EFL class. These practices turn the world into series of representation including field notes, conversation, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach in the world. One of qualitative research is descriptive qualitative. This study was intended to use descriptive qualitative as a research method. Descriptive qualitative was designed to give a description of the fact of the research data.

Source of Data

The main data in this study was teachers' classroom activities in teaching listening using songs. In addition, students' response of the activities was also taken as valuable information. Those data were obtained from informants, events, and documents. The research subjects in this study are teachers and students of a senior high school in Surakarta, Central Java. The three teachers as participants were Teacher 1 (T1), Teacher 2 (T2), and Teacher 3 (T3). T1 is an experienced young teacher. She is almost thirty-eight years old yet she has been teaching English for more than fourteen years. T2 is an experienced teacher. She is forty-six years old and she has been teaching English for more than sixteen years. She got her undergraduate study from a well-known university in Surakarta. T3 is a highly experienced teacher. She is almost fifty years old and she has been teaching English for almost twenty years. She got her graduate study from the similar state university with T1 in Surakarta. There were also sixty students willingly giving their contribution in this research. Therefore, the researcher observed the implementation of teaching listening using songs in EFL listening class. The procedure included what teachers do and say during the lesson.

Data Collection Technique

In this study, the data were collected in the form of qualitative data. They were in the form of interview data (interviewee's statements in responding to the questions), observation data (people's activities and talks as well as objects, and artifacts), and documents. In this study, the researcher chose to be



a non-participant observer as the aim of the study is to explore the implementation of teaching listening using songs for secondary school students.

She observed the events, i.e. the procedures implemented by the teachers in teaching listening using songs. The observation was done in three meetings. The data obtained from the observation were people's activities and talks as well as objects and artifacts. The data were in the form of field notes. The field notes covered the context, events, and core parts of the class meetings. The researcher interviewed the three teachers. The aim of the interview was to obtain in-depth information about their procedures implemented in teaching listening using songs for secondary school students. The data obtained from the interviews were teachers' statements on their classroom practices implemented in teaching listening using songs. The documents analyzed in this study were the lesson plan and teaching materials. These documents were obtained from the teachers. The data were the content of those documents, i.e. lesson plan and learning material. They were used to support, enrich, verify, and validate the information obtained from the observation and the interview.

Validity of Data

The researcher had to make sure that the findings and interpretations of the data research are valid and reliable. Valid refers to the appropriateness of the inferences researcher makes based on the data she has. Reliable refers to the consistency of these inferences on any different time, location, and circumstance. The researcher applied triangulation data method. The researcher obtained the data from three different sources namely the informants, events, and documents. In addition, there was a questionnaire for student. She took 60 students taught by the participant teachers to answer the question about whether they enjoy the class of listening using songs since all teachers agreed their students enjoyed the classroom activities.

Data Analysis Technique

The data collected through data collecting technique are analyzed by using Interactive Model proposed by Miles and Huberman (1994, p. 10). This type of data analysis is divided into three parts, namely data reduction, data displays, and drawing conclusion and verification.

Data reduction takes place through the process of coding. Coding involves assigning units of meaning to data chunks, and can be open, axial or selective. These codes can then be displayed or organised to allow the drawing of conclusions. According to Miles and Huberman (1994, p. 4), data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the raw data that appear in written-up field notes. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusion can be drawn and verified. In data reduction, the researcher selected the points that depicted EFL classroom activities in teaching listening using songs. From the points that were suitable to answer the research questions, the researcher listed what components include in the activities in teaching listening using songs and how teachers implement teaching listening using songs in the class.

The last stage of data analysis is drawing conclusion. The analysis should allow researcher to begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to existing field notes or further data collection. Therefore, in drawing the conclusion, the researcher verified the data to the theory and previous researches. Besides, the consistency of data can be verified through authentic data that were collected through triangulation.



Findings and Discussions

To be able to answer the research question, the main data analysed is the classroom activities. In fact, there are many activities applied by teachers in the class regarding the learning goals they have set.

To improve vocabulary, all teachers apply the missing lyrics in their class. The procedure is as follow. Firstly, students have to listen to the song once. T2 and T3 have delivered the work sheet while students are listening to the song so that students can read the uncomplete lyrics provided while T1 asks the students to merely listen to the song carefully without the text in their hands. Then, students have to fill in the missing lyrics written in the sheet while the song is played at the second time. When discussing the answers, teachers find some students fail in recognising some words. Therefore, teachers play the song once again for the students answering the whole numbers. In the end, there is a discussion of confirming the correct answer while understanding the meaning of each words given. The discussion is actually a speaking section prepared by teachers. In the interview, teachers mention that missing lyrics is students' favorite activity. Students always look fun in doing such task. Moreover, they are enthusiasts in finding the answer as well as the meaning of the words. The clear example is when T1 asks the students about phrasal verbs in a song entitled "*Ironic*" by Alanis Morissette. The phrasal verbs in the song are such as; *sneaking up on you*, *everything blows up*, and also some figurative languages such as "*It's like ten thousands spoons ...*". T1 asks students to try to work out the meanings of the expressions from the context. These italic expressions are obviously have connection with the words around. After discussing the expressions, she gives the students some questions in order to guide students in understanding the meaning of the song. Having questions and answer verbally is not only for promoting students' vocabulary but also improving their speaking skill.

To drill pronunciation, teachers ask students to sing along imitate the native singer's. For some words, teachers want students to repeat their pronunciation so that they are able to pronounce the appropriate ones (done by T1 and T2). One of the examples is when listening using a song in term of differentiating minimal pairs. A song entitled "*Valerie*" by Ami Winehouse is selected. In the lyrics, there is "think" /θɪŋk/ and "thing" /θɪŋ/ which are almost similar in sounds. Moreover, the sounds are not familiar in Indonesian language. Firstly, students have to repeat after the teacher how to pronounce some words. Those words, including "think" and "thing", are part of the lyrics going to be filled in the blanks provided in the song. And then, the song is played once while students have to listen to it carefully. Then, on the second play, students have to fill in the gaps by choosing the words provided in the box. The two minimal pairs, "think" and "thing", are available there. By doing so, teachers encourage students to be more aware of different sounds and how to pronounce them correctly. In the interview, teachers say that by listening and imitating the sounds at once, students can successfully improve their pronunciation. Even by singing along the song altogether, the feeling of worry and anxiety are lessen. Students do not have the feeling of being judge to repeat the correct pronunciation. This activity is actually connecting reading, because firstly students had to read the words in the lyrics, listening, and speaking skills at once.

To understand the structure of a song, teachers give jumbled verses. The procedure has been done by T3. The teacher chooses a song entitled "*Hero*" by Mariah Carey to be played in the class. While listening, some students are singing along and moving some parts of their body. Then, the teacher delivers the work sheet. Teacher has made the lyrics into four parts. Next, she asks the students to arrange the jumbled verses into the correct one based on the song played. The students have to do the task in group. They could finish the task in time. It indicates that students have successfully understood the structure of the song.

To catch the gists, teachers tend to play the song three to four times in order to make the students understand the lyrics. After that, teachers give structured questions helping the students to find the main idea and meaning of the song. When T3 plays "*Let It Go*" by Demi Lovato, firstly, she asks students to pay



a careful attention listening to the song. The teacher doesn't give any lyrics or clues of the song. Then, the teacher asks whether students know the meaning of the word 'frozen', since the song is the official soundtrack of the film "Frozen". Further, the class has an interesting discussion on the title. After that, teacher plays the song once again. The students have to listen to the song carefully. On the second play, teacher gives some questions to lead students catching the main idea of the song. While students are listening to the song, they have to answer some questions by choosing the correct options. In the end, teacher could see some student are still confused with the answer. Therefore, the teacher plays the song again, for the third time, in order to make students feel sure about the answer. In the end, teachers ask the students to write their opinion towards the song presented. This activity is connecting listening and writing skill.

It could be said that all activities conducted by teachers in the class are not merely for the listening skills but all are integrated with other skills namely reading, speaking, and writing. The procedure conducted by teachers in teaching listening using songs are similar with Cameron (2001). In general, there are stages in the core activity namely preparation stage, core stage, and follow-up stage.

In the result of questionnaire for sixty students, there is something interesting. Fifty four students answered that they enjoyed the activities very much. However, there were six of sixty students who said that they did not feel any special feelings of joining the activities in listening using songs in the class. Their opinions were different from their teachers' view since all teachers agree that by teaching listening using songs in the class their students will be motivated to learn and enjoy the activities.

Five of six students admit they do not feel any better situations in listening using songs. They say that it is because of the song itself. Four of five say that, for them, the lyric of the song is mostly difficult to understand. In this case, the students implicitly admit that they lack of vocabulary and have difficulty in listening. One of five students says that the songs are quite unfamiliar. Here, teachers need to consider students' preferences in choosing the song. Teachers have to choose songs which are familiar to students. Last but not least, one student says he does not like the activities at all because he doesn't like listening to songs. He says he does not like music at all. Therefore, it is not easy for teachers to motivate the student who doesn't like songs to learn English using songs. It seems that the student needs any psychological help in handling his feeling towards songs.

In general, the situation above indicates that teachers have to consider students who have difficulties in understanding the lyrics and enjoying unfamiliar songs. Students' reasons are all connected to the songs presented. Therefore, the answer for all the problem above is that teachers have to find other songs to be presented in the class (Harmer, 2001).

Further, Harmer offers two solutions, first, teachers ask the students what song they like and bring the song to the class. In case the students want to play their song, teachers have to learn it well before playing it in the listening class. Second, teachers are to choose an older song and make sure that their students get the value from it despite its antiquity.

Conclusions

The teachers implement some activities in the classroom to support their learning goals in teaching listening using songs. They are such as:

- 1) missing lyrics (gap filling) to promote vocabulary,
- 2) discussing new word/phrase/idiom to know how to pronounce and also to know the meaning of the words,



- 3) singing the song along appropriately to train students' stress, intonation, and fluency,
- 4) arranging the jumbled lyrics or verses to improve language structure,
- 5) providing questions for students to be able to know the meaning of the song
- 6) asking students to discuss the message of the song for the speaking skill,
- 7) asking students to write their opinion towards the songs to encourage students to be able to express their ideas in a writing form.

The result of this study shows that EFL teachers claim that listening using song is to motivate students to learn while staying relax in the class. The activities lessen the tensions that usually exist in the listening class. However, there were six of sixty students who said that they found it was difficult to understand listening using songs. Therefore, teachers have an obligation to prepare the class well and find an appropriate way for the students not to have difficulties in the learning process.

The findings of this study suggest teachers to always be creative if they use songs in the listening section for the EFL class. It is because students are obviously not similar from one and others. Although most students like music, they have different preferences. Teachers have to provide the material for all students unexceptionally. If they fail to do so, the learning goal will not be gained. Teachers have to avoid to pay attention merely to students whose preferences are coincidentally similar with them and neglect those who do not enjoy the song presented. Carefully selected songs improve students' interest and motivation that encourage them to achieve communicative skill toward target language and cultural knowledge. Therefore, teachers take a role as a motivator as well as a facilitator in the classroom and provide students new experience by using songs in the learning process.

Moreover, the educational institution must lead the teachers to be creative and innovative in using songs as one of the listening materials in the EFL class. Facilitating teachers to explore themselves concerning teaching listening using songs is what the educational institution should do. The institution must provide some training toward maximizing the use of songs in the learning process in order to make the teachers be more knowledgeable and creative in enhancing students language skills. It is because song is a compulsory material to be presented in the class. More serious attention has to be paid toward the use of songs to learn all language skills.

References

- Arevaro, E.A.R. (2010). *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes*. Cuadernos de Lingüística Hispánica N.º 15 ISSN 0121-053X Enero-Junio 2010; p. 121-138.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge, England: Cambridge University Press.
- Cullen, B. (1998). Music and Song in Discussion. *The Internet TESL Journal* 4 (10). <http://iteslj.org/Techniques/Cullen-Music.html>
- Davies, P., and E. Pearse. 2000. *Success in English Teaching*. Oxford: Oxford University Press.
- Diaz-Rico, L. T. (2013). *Strategies for Teaching English Learners 3rd Edition*. San Bernardino: California State University.
- Fauziati, E. (2015). *Teaching English as a Foreign Language: Principle and Practice*. Surakarta: Era Pustaka Utama.
- Fonseca-Mora, M.C., Toscano-Fuentes,C., Wermke, K.(2011). Melodies That Helps: The Relation between Language Aptitude and Musical Intelligence. *Anglistik International Journal of English Studies*. 22 (1): 101-118.

- Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd edition) London: Longman.
- Jamalus. 1998 *Pengajaran Musik Melalui Pengalaman Musik*. Jakarta: P2LPTK, Dikti, Departemen Pendidikan dan Kebudayaan.
- Jeon, J. (2007). *The Study of Listening Comprehension of Academic Lectures within the Construction-integrated Model*. Published Doctoral Dissertation. School of the Ohio State University.
- Kemdikbud (Kementerian Pendidikan Dan Kebudayaan) Direktorat Jenderal Pendidikan Menengah Direktorat PSMA. (2016). *Pembelajaran Berbasis Kompetensi Mata pelajaran Bahasa Inggris Melalui Pendekatan Saintifik*. Jakarta: Direktorat PSMA.
- Keskin, Funda. (2011). Using Songs as Audio Materials in Teaching Turkish as a Foreign Language. *Turkish Online Journal of Educational Technology - TOJET*, v10 n4 p378-383 Oct 2011.
- Kirsch, C. (2008). *Teaching Foreign Languages in the Primary School*. London: Continuum.
- Leveridge and Yang. (2013). Testing Learner Reliance on Caption Supports in Second Language Listening Comprehension Multimedia Environments. *Recall*, 25, pp. Doi: 10.1017/S0958344013000074.
- Lindsay, C. & Knight, P. (2006). *Learning and Teaching English: A Course for Teachers*. Oxford: Oxford University Press.
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Lo, R., & Fai Li, H. C. (1998). Songs Enhance Learner Involvement. *English Teaching Forum*, 36, 8-11.
- Miles, M. B. & Huberman, A. M. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. CA: SAGE Publications.
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2 (1), 134-141.
- Orlova, N. (2003). Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes. *The Internet TESL Journal*.
- O'Malley J. and Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Richards, J.C. (1998). *Beyond training*. Cambridge: Cambridge University Press.
- Richards, J, C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Rost, M. (2002). *Teaching and Researching Listening*. London: Longman.
- Sarıçoban, A., and E. Metin. (2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal* 6 (10). <http://iteslj.org/Techniques/Saricoban-Songs.html>.
- Schoepp, K. (2001). Reasons for using Songs in the ESL/EFL Classroom. *The Internet TESL Journal* 7 (2). <http://iteslj.org/Articles/Schoepp-Songs.html>
- Sevik, M. (2012). Teaching Listening Skills to Young Learners through “Listen and Do” Songs”. *English Teaching Forum*. No. 3.
- Sevik, M. (2011). Teachers Views about using Song in Teaching English to Young Learners. *Educational Research and Review*. 6(21), pp. 1027-1035.
- Steinberg, S. (2007). *An introduction to Communication Studies*. Juta and Company Ltd.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).