

INCREASING STUDENTS LISTENING SKILLS THROUGH SONG AND AUTHENTIC VIDEO

Ni Luh Komang Galih Srirejeki, Putu Sri Darmayanti
Institut Hindu Dharma Negeri Denpasar
Email: g4lihsrirejeki@gmail.com, ptsridarmayanti@gmail.com

ABSTRACT

The research aimed to investigate whether the usage of songs and authentic videos were able to increase students listening ability. The purpose was to find out whether the students who taught by songs and authentic videos achieved better improvement to compare to those who did not. Most of the researchers used experimental methods. The questionnaire and data collection were used to analyze how this activity affected. The students who were taught using song and authentic video got better outcomes rather than those who were taught using the usual. The questionnaire responses showed that the students preferred the authentic listening materials. Those were more interesting and more related to their real-life context so that it could motivate them to give more attention to the listening class and this also assisted them to improve their listening ability.

Keywords: Increase listening skills, Song and authentic video

INTRODUCTION

Listening is the most necessary part that students have to comprehend well in the learning activity. Rivers (1978) argues if listening is a creative skill which means that we able understand the sound that falling through our ears and take the raw material of words, the composition of words, and the up and down the voice and from this material we produce signification. He also states that listening skill is listening with perceptivity, concern, and appreciation. Then, listening activity needs to combine the skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Conforming to Saricoban (1999), listening is one of the basic of language skills. It's a tool through which children, young

people, and adults obtain a substantial portion of their information, their education, their understanding of the world and their ideals, of human affairs, sense of values, and their appreciations. He further states that in this day of mass communication, it is of vital importance that our pupils are thought to listen effectively and critically. Saricoban (2004) cited in Milasari (2008:9) stated that in listening to English as a foreign language the most important feature can be defined as; (1) Coping with the sound, (2) Understanding intonation and stress (3) Coping with redundancy and noise (4) Predicting (5) Understanding colloquial vocabulary (6) Fatigue (7) Understanding different accents (8) Using visual and environmental clues. Those features show us while

planning exercises, listening materials, tasks, and visual materials should be taken into consideration. As Demirel (2004) and Aküzel (2006) have mentioned, the purpose of giving importance listening skills and listening activities is to make the students give an accurate response which they communicate using their foreign language. Hence this paper, listening is the ability to identify and understand what others produce. These involve understanding a speaker's accent or pronunciation, their grammar, their vocabulary and estimating their meaning. It operates in contexts ranging from simple conversation to academic debates (Nagendra, English, Reddy, & College, 2014).

The applied of digital technology materials or authentic materials such as songs and attractive video are to increase students' interest in the listening activity. Chapelle (2003 in Priajana, 2011) reviews some theories and strategies about the usage of technology on instructed second language learning. He states that technology has implications effectively in language teaching. Generally, the usage of technology is mainly aim in increasing the teaching process more motivating and appealing to students. The technology could be applied, for example, animation clips. It is chosen by the teacher because it provides moving pictures and sound. They will be more interesting rather than audio media which provides sound only. Little, Devitt & Singleton (1988 cited in Guariento & Morley, 2001) state that

authentic texts motivate learners and promote language acquisition. Authentic materials have various advantages such as stimulating motivation, raising cultural awareness, giving real exposure, and enhancing creative teaching. Similarly, Hwang (2005: 56) states by using authentic materials, students encouraged to use the vocabulary in those materials for their production of English.

The aimed of this study is to find out whether authentic materials such as songs and videos are able to attract students' interest in listening process learning. As a result, the focus of listening ability is shifted listening understanding for the identification of specific listening ability.

REVIEW OF LITERATURE

Theory of Listening Skills

Listening is the activity of paying attention to sounds and trying to get meaning from them. Even though in the past, listening is an active process which the listener must differentiate among sounds, understand words and verbal structures, interpret intonations, and retain the information gathered in order interpret it in the context or setting (Underwood, 1989). In addition, (Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating to mean with the speaker and responding, and, creating meaning through involvement, imagination, and empathy. Listening is a complex

active process of interpretation in which listeners match between what they hear and what they already know.

Listening Position in Language

Listeners apply metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning effectively. Those facilities are important to oversee, regulate the learning process, manipulate the material and describe the listener's technique to collaborate with others and verify the understanding and anxiety. (O'Malley & Chamot, 1990, Vandergrift, 1997a). In language teaching, (Rost, 1991) has written about teaching listening to develop the listening skills of learners. In particular, he focused on four different learning style principles for developing the listening ability such as; listening ability through face-to-face, focus on meaning, works on comprehension activities, and interaction and attention to accuracy and analysis of form. So the learners can mobilize both their linguistic and non-linguistic abilities, evaluate their efforts and abilities, and perceive sounds and words accurately as they work on meaning oriented activities, learners can make steady progress.

Authentic Materials

There are some slightly different definitions of authentic materials find in the literature. Rogers and Medley (1998) have defined authentic materials as exposure to real language in its own community. Nevertheless, Nunan (1999, as cited in

Oura, 2000: 67) has also defined authentic materials as spoken or written language data that has mentioned in genuine communication, and not written for language teaching purposes. Hence, based on the statements above authentic materials do not produce as the teaching language for English foreign language but they created for social purposes, they can also be used as materials in a language classroom. Martinez (2002) has suggested that authentic materials will have the opportunity to encourage students to study especially certain topics of their own interest and understand the real language context.

The Purpose of Using Authentic Materials

Authentic materials and media can reinforce the relationship between the language classroom students, for example, when lessons center on a menu or a TV weather report, the students tend to focus more on content and meaning rather than on the language itself. This example shows the use of authentic material is in assisting students' learning processes. Guariento and Morley (2001: 347) describe the authentic text as one of created to fulfill some social purposes in the language community in which produced communicative movement, a greater awareness of the need to develop the skills and prepare the students to close the language gap between classroom knowledge and real life. Spelleri (2002: 16) supports this analysis, which has been accepted by Guariento and Morley. Similarly,

Spelleri thinks that the language in textbooks is only valid in a classroom environment whereas the requirements of real-life English are different. This difference has not yet been closed by the use of textbooks because, the learners have to deal with the language of brochures, office work forms, application forms, live lectures and so on.

Songs as Media to Improve Listening Skills

Songs and language share various characteristics. Both of them come from the processing of sounds to communicate a message. They have intrinsic characteristics in common such as pitch, volume, stress, tone, rhythm, and pauses (Lake quoted by Grau, 2013). Harmer (2009, pp. 319) argues if music is a powerful stimulus for language learning. Songs can help young learners to achieve their listening skills, pronunciation and speaking skills (Murphey, quoted by Millington, 1992). Şevik, Ersoy Üni, Eğitim Fakültesi, Bölümü, and Burdur (2012) agree that the listening skill is the most important outcome regarding as one of the best ways to practice and develop the listening skills. Caicedo and Lojano (2013) conclude that the use of songs stimulates the students' interest to learn and encourage them to engage more during the learning process because these motivating activities increase the students' confidence, learning abilities and skills.

Video as media to improve listening skills

Hruby (2010) said that audiovisual media such as video increase students' motivation and make the students active, happy and fun when doing the listening practice. Lonergan (1984, pp. 4-5 cited in Lustigová, 2013) pointed out that by using video as the tools of teaching it is able to provide exhaustive communicative fettle. At their best, video presentations are interesting to language learners. The learner will watch, even if comprehension is limited. The video reflects real-life communication, advances another reason why video is more advantageous rather than other forms of authentic material. generally, teachers work with dialog in audio cassettes or textbooks. However, the video presents communication more contextually (Allan 1985, pp. 48-49 cited in Liu, 2005).

METHOD

The experimental method was mostly used by the researcher to find out the result of how songs and authentic video are able to increase students' interest in listening subject. The experimental method compared the result of the two groups that divided during the research. One group was conducted or taught using conventional methods and another group was conducted or taught using songs and authentic videos. In the beginning, all group member was given questioner (pre-test). The pre-test was used to find out student awareness in listening skills before the

method was conducted. At the end of the research, all the group was given post-test. The result of both tests was used to know whether to give an improvement or not.

CONCLUSION AND SUGGESTION

The main goal of listening is to prepare learners to understand English in real contexts. Nonetheless, most researchers argue that the usage of songs and videos would ultimately be an effective teaching device to expand English as foreign language learners' listening skills. It's the capacity to increase learners' interests and their potential to improve listening skills hardly. The different researchers had different concepts regarding the use of videos and in detailing their effects. Therefore, this study aimed at investigating the effects of using video resources in the development of listening skills. The researcher concludes that the use of songs and authentic video in listening classes could be implemented to increase student's interest during the learning process. The students like to use songs to improve their interest in listening class because it indirectly trains the students' skills, they can enjoy the activities, and it makes them do not feel bored also easier to understand the material. The use of the song also is chosen to improve students' ability compared to other methods because it will make them earn a lot of new vocabulary through learning activities in a fun way.

Some suggestions for teachers are in the beginning, it will be much

better for using slow rhythm song especially for listener in beginning level and the use of the song should be more variety in terms of duration, method, and the genre of music that be used to accommodate every student learning style so that they will achieve the maximum learning result.

REFERENCES

- Kamilah, Mardiya. 2013. The Use of Contextual Video to Improve Students' Listening Ability. *Journal of English and Education* 2013, 1(1) 122-132. Available at <http://ejournal.upi.edu/index.php/L-E/article/view/338>
- Listiyaningsih, Tri. 2017. The Influence of Listening English Song to Improve Listening Skill in Listening Class. *Academica Journal of Multidisciplinary Studies*. Available at <https://pdfs.semanticscholar.org/b916/85de3321e7d0d632f9eca386cdb67782b377.pdf>
- Muslem, Asnawi. *The Influence of Authentic English Video Clips on Students' Listening Comprehension*. Available at: <http://www.educationalrev.us.edu.pl/e53/a9.pdf>
- Rismawati. 2017. Teaching Listening by Using Authentic Videos. *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(2), 222-233. Available at <http://www.jurnal.unsyiah.ac.id/EEJ/article/download/7230/5942>
- Sánchez, Carla A. Andrade. 2017. The use of Songs in the English Language Teaching-Learning Process of the 6th Level Basic Education Students at "Francés" Private Educational Institution in Esmeraldas. Universidad Católica Del Ecuador, Sede Esmeraldas. *Vol 2 No 1 (2017): CONFERENCE PROCEEDINGS*

INTERNATIONAL CONGRESS
ON THE DIDACTICS OF THE
ENGLISH LANGUAGE.

Available at
[https://revistas.pucese.edu.ec/
ICDEL/article/view/133](https://revistas.pucese.edu.ec/ICDEL/article/view/133)

Tekin, Inan. 2016. Impact of video clips on the development of the listening skills in English classes: a case study of Turkish students. *Journal of Education and Training Studies* Vol. 4, No. 9; September 2016. Available at <https://files.eric.ed.gov/fulltext/EJ1110940.pdf>

Vandergrift, Larry. *Listening: Theory and Practice in Modern Foreign Language Competence*. Available at <https://www.llas.ac.uk/resources/gpg/67>

Yulianto, Yusuf. 2017. *The Use of Song to Increase Students' Interest in Listening Class*. Conference on Language and Language Teaching. Available at <http://semnas.untidar.ac.id/wp-content/uploads/2018/02/page-153-157-yusuf.pdf>