

The Use of Music in English Listening for Young Learners

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ABSTRACT

This article aims at song as a strategy in English listening skills for students. This is one of the right and effective ways of listening to English skills. Teaching English to Young Learners has become a trend nowadays. In every school, English is taught as one of the main subjects. Teaching young learners is not like teaching adults, children have their own way of learning. Since children like to play and have fun, the learning and teaching process should be suitable with the nature of the children themselves. One of the forms of fun activities for children is through music, and songs are the common form of music that children know. Through this paper, the writer wants to show that through songs, children could enhance their language skills, such as speaking, listening and writing.

KEYWORDS: *young learners, music, songs, listening*

INTRODUCTION

The skill of listening to English is a listening talent. directly or indirectly through the audio in movies or music. According to others, listening is the act of chatting (talking) while hearing or looking. Paying attention and listening intently in order to fully get the meaning is nearly identical to hearing. Many claim that listening is a difficult ability to learn. Many educators also fail to develop their students' listening abilities. Most professors place a greater emphasis on the three abilities of reading, writing, and speaking, making it challenging for students to use their listening skills. There are four abilities that pupils need to acquire in order to learn English. These include speaking, reading, writing, and listening abilities. The ability to listen is one of the four talents that is crucial to comprehending English meaning. Additionally, listening plays a crucial role in communication.

Understanding how the other person is trying to communicate through listening is crucial to understanding how a conversation flows. Each partner in a communication wishes to send a message, and it is hoped that the message will be understood as intended. Good listening skills are required to accomplish this, especially for people who will be receiving the message. Naturally, this also holds true when we communicate to fluent English speakers in English. We can understand what the other person is trying to say in a conversation by practicing active listening. Additionally, active listening might make it more difficult to transmit the messages' content in conversation and lower the likelihood of misconceptions. Students' comprehension, recording, and reaction to such

information are necessary for developing their listening abilities. Teaching pupils to listen is crucial for educators since it is the basis for the formation of connections and contributes to the acquisition of language skills. Songs are one method that teachers can utilize to teach listening material.

Songs can catch pupils' attention and make learning enjoyable for them. English songs were successfully used in the classroom to create a very pleasant and peaceful learning environment. Songs can also help pupils feel less anxious while learning, enabling them to follow along pleasantly. The song's enjoyment factor and ability to energize students are a few of its key qualities (Al-efshat & Baniabdelrahman; 2020). The use of music, according to some educators, can help pupils learn how to listen. They believed that including music into lesson plans may serve as a motivational element for pupils during their academic endeavors (McPherson & O'Neill, 2010). It is time for employing songs to take on significant relevance in language instruction today since one of the benefits of using songs in the classroom is that the texts in the lyrics reflect authentic examples of English language structure and actual use (Neisa, 2008). Modern English pop songs can also be used by teachers to get their students more excited about learning.

To sum up, listening is a crucial skill for comprehending and speaking English. The teacher must look for strategies to make pupils love learning in order to increase their proficiency in listening to English. Utilizing music is one way to engage pupils in the study of listening skills. Songs can boost enjoyment and pique student's interest. The use of songs in the classroom can inspire students.

DISCUSSION

Listening activities through singing and singing games are the embodiment of imitation games. This activity helps students move from sensory-motor experiences to their symbolic transformations (Yuliana, 2003). Music helps students develop cognitive skills, as well as improve language skills, by singing children's songs to learn language appreciation, vocabulary and rhyme (Cui, 2016). Another thing is that songs and rhymes are learned by heart, and this may be part of children's linguistics. It explains how teachers can use songs to improve skills to students, such as listening, speaking and writing skills. When a song is introduced, the first skill students learn is listening. This will make students practice listening automatically. Activities include detailed listening comprehension, listening for summarizing or writing, listening for isolated vocabulary and listening for word sequences (Griffie, 1992).

A. Listening comprehension

Before being introduced to the song, children are asked several questions, for example, "Will this song be happy or sad?" So, students can guess through the tone that is sung. Next question "Who do you think the singer is, male or female?" This trains students to distinguish between male and female tones. After answering the questions, the teacher played the song, and continued with other questions. The teacher could ask the following questions: "How did you feel when you heard the songs?" so, students can feel or remember the lyrics of each word "What words do you remember?".

B. Give the children a paraphrased version of the song before the title.

This activity is great for introducing storytelling songs because it gives children a storyline before they hear the actual song. In this activity, the teachers read a paraphrased version of the song to the students. *This is an example of the song Rudolph the Red-Nosed Deer. Rudolph is a wildebeest that lives in the northern mainland where there is a lot of snow and ice. She is normal or looks normal except for her nose. He is the only deer with a red nose. But other reindeer don't like Rudolph because his nose makes him look different. They laugh at him. Also, they wouldn't let him play with them. Then one December night something unusual happened. It was very foggy and*

Santa could not see. When Santa and reindeer used to fly into the sky, they got lost because they couldn't see any lights, roads and landmarks. So, Santa went to see Rudolph and asked him to help him. Santa asks Rudolph to be the main reindeer. In other words, Rudolph would be in the front and the light from his nose would provide enough light for Santa and the other reindeer to see. That way, they will be able to fly to give gifts to girls and boys around the world. After Santa Claus and the reindeer return to Rudolph's hometown, Rudolph becomes a hero. All the other reindeer were very proud of him and said that everyone in the world would always remember him. After the children listen to the paraphrase, they listen to the song.

C. Listening to isolated vocabulary

The teacher gives student worksheets which are indicated by vocabulary. In this case, they have to find out the meaning and synonyms of the word after listening. For example, in the lyrics it reads "My heart is happy when I see a blue sky" then the teacher asks the students "what is blue?".

These are some examples of using songs to teach listening skills to children. Through songs students can improve their listening skills. Singing songs for fun learning the second skill that children can learn through songs is speaking skills. Singing a song, however simple, is a joyous accomplishment. After the children listen to the song, they will try to sing it. In addition, because the words in the chorus are repeated several times, they are easy to memorize. As Rixon (2016) points out, one of the most popular song formats is the chorus (rhythmic passage) which is repeated many times, and is often observed to result in a 'spontaneous joining' by young audiences. Teachers of young language learners find that exposure to rhythmic speech is beneficial for the retention of words in memory. Griffie (1992) also stated that children practice saying words in the same way as singing a song, children can repeat words in rhythmic word groups. Thus, the exposure and repetition of the words of the songs make it easier for children to remember the words so that children can produce or pronounce the words. Some activities can be used to improve children's speaking skills, such as mini music and retelling the content of the song. Mini-musicals are themed performances, containing singing and oral dialogue. Songs can be grouped and performed for class. The teacher chooses a musical theme, three to five songs. The song must be sung, but the teacher can only use part of the song, for example one or two stanzas of the whole song. Teachers may also consider nursery rhymes, folk songs, or other reality songs. The teacher then wrote all the spoken dialogues to introduce and relate the storyline, and asked the children to appear in front of the class. Another activity is rhyme after rhyme. This activity trains rhymes and provides opportunities for children to make their own rhymes. The teacher helps the children by writing down some vocabulary items to match the rhymes. The teacher gives students every other row and asks them to fill in the missing rows. The teacher then asks the children to read out their new lyrics.

CONCLUSION

Learning a language and having efficient communication depend on having good listening abilities. Understanding spoken language is especially important for young English learners because it serves as the basis for language mastery. Songs in particular provide a dynamic and engrossing way to improve speaking and listening abilities. Teachers can create a lively learning atmosphere that not only promotes active listening but also inspires students to become more confident and proficient in English by adding songs to language instruction. Songs can be used as an educational technique to increase language proficiency and foster a love of learning in young students.

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