

Students' Perception On The Use Of English Songs In Auditory Learning : Listening Skill

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ABSTRACT

The purpose of this study is to take a look at how the use of English songs affect students who have an auditory learning style and their perception on the effects, therefore literature review will be used as a method of achieving the purpose of this study. Literature review is done by doing surveys on multiple scholarly sources such as journal articles on a specific matter. Based on the findings throughout this study, there are some aspects to be discussed by the writer. The first aspect is about how different students have different learning styles. People have their own unique learning style and when they are able to identify their own learning style, it is easier for them to include techniques corresponding to their learning style into their learning process. From all the journals that have been reviewed, the most outstanding part found is the fact that music has an enormous impact on learning, especially language learning. It is widely known that classical music increases concentration, but less research is done around the use of foreign songs to learn a foreign language. By understanding the students' perception on learning, instructors are more capable of creating the correct approach to students. Therefore, it is necessary for instructors to understand the relationship between songs, music, motivation, and learning.

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1. INTRODUCTION

In order for someone to be able to speak English fluently, they must be able to master the four basic skills which are, listening, reading, writing, and speaking. The first step that must be taken is listening, and it must be learned as early as possible. Listening skill is complicated as it is an intangible mental process (Wulandari, Harahap, & Hati, 2019). Therefore, concentration is particularly necessary.

Winasih (2018) explains that obstacles faced by individuals while studying English are caused by internal and external factors. Internal factors include motivation, interest, aptitude, and intelligence. These factors come from within the individual. While the external consist of environmental influences, learning materials, and programs. These factors come from the surroundings of the individual.

Motivation is one of the factors which affect an individual's concentration level as Sörqvist and Marsh (2015) stated. Concentration is a cognitive function regarding basic functions of the brains such as attention, memory, and the ability to do a certain task (Vonmoos & Quednow, 2017). Information received during this state is selected and only a certain amount can be processed at the same time (Lim, Yeo, & Yoon, 2019).

Maintaining attention and avoiding distraction is a problem, especially in this modern world. This situation is caused by the dependency on technology for both work and school (Savulich, Thorpe, Piercy, Peterson, Pickard, & Sahakian, 2019). The use of two or more media at the same time is customary in teens and young adults, causing their attention to split and change swiftly.

Nevertheless, the attention split and change might cause a vast amount of consequence towards students' cognitive performance (May & Elder, 2018).

Numerous people are reporting lack of motivation and trouble focusing, making it hard for them to achieve and finish their tasks. Hence, the use of drugs as a cognitive enhancer such as modafinil are increasing. The drug is used to stay awake and maintain concentration. However, there are other nonmedical solutions with lower risks (Savulich, et al., 2019), such as music.

As stated by Gojmerac (2018), music has an extreme suggestive power that affects the character of an individual or even a crowd. In addition, parts of the brain which are involved during analytical and mathematical thinking are also activated when an individual plays a musical instrument.

2. LITERATURE REVIEW

A. Perception on English Songs

Perception is the ability of human senses to translate a stimulus or the process of translating a stimulus received by a human's senses (Sugihartono, 2007). According to Ayu (2016) perception is the way an individual finds meaning in things they perceive. Kotler (as cited in Bulquisia, 2017) states that perception is when we choose and interpret information obtained by the senses to create a picture of the world we perceive. For instance, perception occurs when we see. Our sense of sight chooses a certain information to see, choose, and interpret in our brains to form a perception.

In education, the perception of the pupils are critical for the educators as they need to take into consideration the preferences of their students in order to come up with a teaching material and lesson. Knowing the perception of their students help instructors to use the correct approach and methods in class (Meilinda, 2019). Therefore the learning process is beneficial for both parties.

An interview done with a student finds that language development with the help of songs is unintentional. They listen to songs while studying for the beats. Noticing their improvements on language development, they started listening to songs more frequently. One of the students interviewed also stated that she felt the presence of English songs really helped on her pronunciation of English words (Ranggen, 2016). However, Winasih (2018) mentioned that not all students feel comfortable using English songs as a way to learn. Some students feel that they have different competences and different ways to comprehend or memorize lessons they receive.

B. English Songs and Language Learning

Dzanic and Pejic (2016) mentioned that songs have an immense potential as it is an essential part of growth and learning processes. The presence of a song during learning is highly beneficial thanks to the fun nature of it which keeps the students elevated during lessons. Repetition is significant seeing that songs contain language patterns which may improve listening skills and pronunciation, whilst providing a fun atmosphere. In addition, there are multiple ways to incorporate songs into the lesson. Repetition allows students to remember the content they just learned and practice singing them out loud enables students to rehearse the vocabularies (Israel, 2013).

Researchers believe that in order to acquire an additional language, individuals must be motivated as those who are motivated are more likely to participate actively in class and express interest in the subject presented. Songs have an immense influence on people, especially younger generations. Therefore, the presence of songs are prone to attract students' attention. Students are also willing to learn the lyrics to a foreign song even though they do not understand the meaning of the words. The fun atmosphere of the song alleviates the seriousness and pressure of studying. Hence, increasing motivation (Malekian, 2016). Ranggen (2016) explained that listening to English songs despite not understanding the meaning of the words is helpful to enhance the understanding of the language. Listening is a great way to help students to be able to pronounce the words correctly. Winasih (2018)

concludes that the use of English songs for learning English is effective and motivation is increased with the presence of music.

According to Pratiwi (2018) incorporating English songs as a teaching method is favorable as it provides multiple benefits. Especially, during this digital era, international music is easily obtained. Thus, through the songs, students are exposed to new vocabularies, grammars, and different accents. Although other factors may take part in language learning, it is important for educators to know the connection between music, motivation, and learning (Israel, 2013). One of the factors is the learning style each student has.

C. Auditory Learning and Language Learning

As mentioned before, each person has their own unique learning style. Learning style is a complicated system in which, and conditions under which, learners are effectively perceiving, processing, storing, and recalling what they learned or attempted to learn. As there are many types of learning styles, this chapter is solely focusing on auditory learning style. Auditory learners obtain knowledge through aural channels which is transmission of information through auditory sensory systems. Auditory learners take in information by focusing on the pitch, tone, and speed of someone's voice, and benefit most from verbal discussions and listening to speeches (Awla, 2014).

Other than that, multiple researchers have found that people acquire information more efficiently through listening than reading. As mentioned before, listening is essential in communication as it is the first language skill to be learned before the three other skills, which are reading, writing, and speaking. To make it easier to understand, listening is paying attention and obtaining meaning from what we hear. Thus, listening comprehension is the ability to understand the spoken language of a native speaker (Meilinda, 2019).

D. Songs as Authentic Material

As stated by Hornby (1990), a song is a piece of music with words that is sung. Song is also an excellent language package, combining culture, vocabulary, listening, grammar, and a variety of other language skills into a few rhymes. Songs can also provide a relaxed lesson. They can also serve as a basis for many lessons (Futonge, 2005).

Moreover, Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. Songs, as we all know, follow us wherever we go: at home, at school, at work, in our cars, and so on. As a result, we can listen to the song while also learning about the importance of language in it. Students must be motivated and stay motivated when designing lessons and teaching materials to improve their listening comprehension skills. This is best achieved by determining the appropriateness of the listening material, such as the use of song as authentic material. The use of song stimulates and motivates students to understand the content of materials.

E. Music and Learning

When an individual makes a series of tunes accompanied by basic musical features such as notes and rhythms is called music. The main objective of music is to generate happiness to their listener (Schubert, 2009). Therefore, listening to music occupies most people during their leisure time (Schäfer, Sedlmeier, Städtler, & Huron, 2013) and numerous research has been done regarding the impact of music towards learning (Hassan, Murat, Ross, Buniyamin, 2012).

As explained by Attwood, Deeb, and Danz-Reece (2004), music can reduce boredom and exhaustion related to work. Thompson, Schellenberg, and Husain (2001) stated that music increases stimulation and mood, therefore affecting and benefits the attention process. This statement assumes that the existence of favored auditorial background makes studying more interesting, as a result increasing students' stimulus (Muro & Murray, 2012). Other than that, integrating music in a school's curriculum is shown to increase self-esteem and attitude towards school (Gojmerac, 2018).

Eady and Wilson (as cited on Israel, 2013) mentioned the various studies which have already proven the contribution of music on a learner's academic achievement and motivation.

The presence of music aids individuals to learn more in an effective way. Music, although said to enhance achievement, is nevertheless incorrect. However, music does increase motivation (Israel, 2013).

3. METHODOLOGY

The purpose of this study is to take a look at how the use of English songs affect students who have an auditory learning style and their perception on the effects, therefore literature review will be used as a method of achieving the purpose of this study. Literature review is done by doing surveys on multiple scholarly sources such as journal articles on a specific matter. The method chosen is able to provide thorough insight into the perception of using English songs in auditory learning. Writer begins the study by presenting a general idea of the research and moves over to explain the definition of each variable used. Then, the writer continues to the conclusion of the study.

4. RESULT

Based on the findings throughout this study, there are some aspects to be discussed by the writer. The first aspect is about how different students have different learning styles. As mentioned by Awla (2014), people have their own unique learning style and when they are able to identify their own learning style, it is easier for them to include techniques corresponding to their learning style into their learning process. The ability to listen is also mentioned before as the first skill to be mastered while learning to speak English (Wulandari, Harahap, & Hati, 2019). This thought might cause a misconception that auditory learners will be more fluent in English. However, this concept is not completely wrong either. There are numerous factors which may affect the ability to speak English fluently, such as internal and external factors mentioned by Winasih (2018).

Although the helpfulness of an English song in auditory learning is proven, there are still some students who feel like this learning method is not for them. This should not be a problem as each student has their own methods and it is the educator's job to take into consideration the preferences of their students in order to create a healthy and successful learning environment.

5. CONCLUSION

From all the journals that have been reviewed, the most outstanding part found is the fact that music has an enormous impact on learning, especially language learning. It is widely known that classical music increases concentration, but less research is done around the use of foreign songs to learn a foreign language. Even though the presence of music does not increase achievement, it increases motivation in students. Motivation is increased because there is less pressure on studying when music is present, hence music is also found to increase student's attitude in school. Music lightens the atmosphere and makes students feel more relaxed.

By understanding the students' perception on learning, instructors are more capable of creating the correct approach to students. Therefore, it is necessary for instructors to understand the relationship between music, motivation, and learning. In addition, because each learning style is unique, it is important for instructors to use a teaching method that is able to reach each learning style.

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