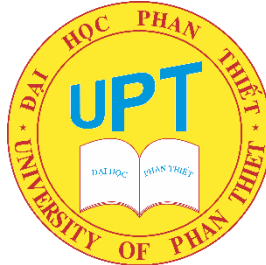


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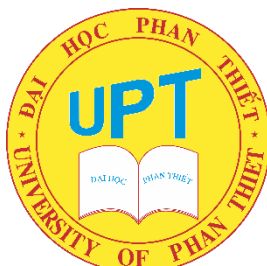
**THE IMPACT OF SONGS ON LISTENING  
COMPREHENSION ABILITY FOR YOUNG ENGLISH  
LEARNERS AT POPODOO SMART ENGLISH CENTER OF  
BINH THUAN**

**MASTER'S GRADUATION PROJECT  
MAJORED IN ENGLISH LANGUAGE**

***BINH THUAN - 2024***

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**TRAINING CODE: 8220201**

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***BINH THUAN PROVINCE - 2024***

## **DECLARATION**

I hereby declare that this thesis was carried out by myself under the guidance and supervision and that the work and the results contained in it are original and have not been submitted anywhere for any previous purposes. The data and figures presented in this thesis are for analysis, comments, and evaluations from various resources by my own work and have been duly acknowledged in the reference part.

Bình Thuận, September, 2024

Hồ Hoàng Tú Uyên

## **ACKNOWLEDGEMENTS**

Firstly, I would like to express my great gratitude to my supervisor Assoc.Prof.Dr. Nguyen Ngoc Vu for his ongoing support and insightful comments. I am incredibly appreciative of his time, kindness, vast knowledge, and critical feedback during this master's graduate report. Without his precious guidance and advice, it would not be possible to conduct this report.

Secondly, I am sincerely thankful to all of the teachers who taught and guided me during my 2 years studying at Phan Thiet University. I would also like to thank all the staff of the English Department and the Graduate Management Department for creating advantageous conditions for me to complete this course. At that time, my sincere thanks were also extended to my colleagues at Popodoo Smart English Center of Binh Thuan, for helping me finish the report. They have always been encouraging and supportive.

Above all, I would like to express my special thanks to my friends as well as my classmate. They always motivates and encourages me when I meet difficulties. Also, they shares their knowledge and experience for me to have a good report. Next, they have always supported me in many ways to complete this report perfectly.

Finally, the most profound thanks to my family, for always being there for me. Their support helped me overcome the difficulties and this motivated me to achieve the best I could. I am grateful that they trusted me.

## ABSTRACT

This research study investigates the impact of songs on the listening comprehension ability of young English learners. Songs have long been recognized as a valuable tool in language learning due to their engaging nature and rhythmic patterns. The objective of this study is to explore whether incorporating songs into English language instruction can enhance listening comprehension skills among young learners. The research methodology employed a mixed-methods approach, utilizing both qualitative and quantitative data collection techniques. A sample of young English learners aged 8 to 11 years was selected from PopoDoo English Center and divided into two groups: the experimental group, which received English language instruction supplemented with songs, and the control group, which followed a traditional instructional approach without songs. Pre- and post-tests were administered to measure the listening comprehension ability of both groups, and additional data were gathered through interviews, and questionnaires.

**Keywords:** songs, listening comprehension, young English learners, language instruction, language learning.

## **LIST OF ABBREVIATIONS**

CG: Control Group

EG: Experimental Group

M: Mean

SPSS: Statistical Package for the Social Sciences

N: Number

Max: Maximum

Min: Minimum

## **LIST OF FIGURES**

|  |           |
|--|-----------|
| <b>Figure 3. 1. Normal Q-Q Plots for listening pretest results.....</b>              | <b>39</b> |
| <b>Figure 3.2. Normal Q-Q plots for listening posttest results.....</b>              | <b>42</b> |
| <b>Figure 3.3. Comparison of means of pre-test and post-test scores.....</b>         | <b>45</b> |
| <b>Figure 3.4. General perceptions of learning experience with English- Songs...</b> | <b>46</b> |
| <b>Figure 3.5 Students' Perception about Learning English through Songs.....</b>     | <b>48</b> |
| <b>Figure 3.6. Students' Perception on the Benefit of Using English Songs.....</b>   | <b>50</b> |

## **LIST OF TABLES**

|   |           |
|---|-----------|
| <b>Table 2.1 Description of the Listening Pre-Test and Post-Test from the Movers Cambridge Tests.....</b> | <b>29</b> |
| <b>Table 2.2 Lesson Plan of Listening Activities for The Control Group.....</b>                           | <b>32</b> |
| <b>Table 2.3. Lesson Plan of Listening Activities for The Experimental Group .....</b>                    | <b>33</b> |
| <b>Table 2.4 Appropriate Songs to Teach to the Experimental Group.....</b>                                | <b>35</b> |
| <b>Table 3.1. Descriptive Statistics of the CG and EG's Pre-test Scores.....</b>                          | <b>40</b> |
| <b>Table 3.2. Results of Independent Samples t-test for listening pre-test scores...</b>                  | <b>41</b> |
| <b>Table 3.3. Descriptive Statistics of CG and EG's listening post-test scores.....</b>                   | <b>43</b> |
| <b>Table 3.4 Posttest Results of Independent Sample T-Test.....</b>                                       | <b>44</b> |
| <b>Table 3.5. Reliability of the questionnaire and construct.....</b>                                     | <b>45</b> |
| <b>Table 3.6 Reliability of construct and questionnaire.....</b>  | <b>47</b> |
| <b>Table 3.7 Reliability of construct and questionnaire.....</b>  | <b>49</b> |



## TABLE OF CONTENTS

|  |     |
|--|-----|
| DECLARATION .....  | i   |
| ACKNOWLEDGEMENTS.....  | ii  |
| ABSTRACT .....   | iii |
| LIST OF ABBREVIATIONS .....  | iv  |
| LIST OF FIGURES.....   | v   |
| LIST OF TABLES .....   | vi  |
| TABLE OF CONTENTS .....  | vii |
| INTRODUCTION.....  | 2   |
| Background of the study .....  | 2   |
| Problem statement.....   | 3   |
| Purpose of the study .....   | 4   |
| Research question.....   | 4   |
| Scope of the study .....   | 4   |
| Significance of the study .....  | 4   |
| Overview of thesis chapter .....   | 5   |
| CHAPTER 1. LITERATURE REVIEW .....   | 7   |
| 1.1 Definition of listening comprehension.....                             | 7   |
| 1.2 Listening in Second Language Learning.....                             | 8   |
| 1.2.1 <i>The Importance of Listening in Second Language Learning</i> ..... | 8   |
| 1.2.2 <i>The problems of listening activities</i> .....                    | 9   |
| 1.2.2.1 Lack of vocabulary .....   | 10  |
| 1.2.2.2 Lack of grammar .....  | 11  |
| 1.2.2.3 Pronunciation, accents and intonations .....                       | 12  |
| 1.2.2.4 Psychological obstacle .....                                       | 14  |
| 1.2.2.5 The length and speech rate.....                                    | 15  |
| 1.3 Concept of song.....   | 16  |
| 1.3.1 <i>Definition of song</i> .....                                      | 16  |
| 1.3.2 <i>English songs and language learning</i> .....                     | 16  |
| 1.3.3 <i>Songs as Authentic Material</i> .....                             | 17  |
| 1.3.4 <i>Types of Songs for Young English Learners</i> .....               | 18  |
| 1.3.5 <i>Activities with Songs</i> .....                                   | 19  |

|  |           |
|--|-----------|
| 1.3.6 Perception on English Songs.....   | 19        |
| 1.4 Benefits of Songs in the Listening Session. ....   | 20        |
| 1.4.1 Songs provides opportunities for repetition and practice. ....   | 22        |
| 1.4.2 Songs provides opportunities for real language use .....   | 23        |
| 1.5 How to teach song .....  | 23        |
| 1.6 Previous study.....  | 24        |
| <b>CHAPTER 2 METHODOLOGY .....</b>   | <b>26</b> |
| 2.1 Research design.....   | 26        |
| 2.2 Research site .....  | 26        |
| 2.3 Participants .....   | 27        |
| 2.4 Instruments .....  | 27        |
| 2.4.1 Tests ( pre-test & post-test) .....  | 27        |
| 2.4.2 Questionnaire .....  | 29        |
| 2.4.3 Interviews.....  | 30        |
| 2.5 Data collection procedures.....  | 31        |
| 2.5.1 Before the Experiment.....   | 31        |
| 2.5.2 During the Experiment.....   | 31        |
| 2.5.3 After the Experiment .....   | 36        |
| 2.6 Data analysis.....   | 37        |
| 2.7 Researcher's Roles and Potential Ethical Issues.....   | 38        |
| <b>CHAPTER 3. RESULTS AND DISCUSSION .....</b>   | <b>39</b> |
| 3.1 Results.....   | 39        |
| 3.1.1 Cambridge Movers Listening Test.....   | 39        |
| 3.1.1.1 Pretest .....  | 39        |
| 3.1.1.2 Post-test .....  | 42        |
| 3.1.2 Result from questionnaire .....  | 45        |
| 3.1.2.1 General Perceptions of Learning Experience with English Songs.....   | 45        |
| 3.1.2.2 Students' Perception about Learning English through Songs.....   | 47        |
| 3.1.2.3 Students' Perception on the Benefit of Using English Songs.....  | 49        |
| 3.1.3 Result from interview .....  | 52        |
| 3.1.3.1 Students' perceptions about learning English- songs in listening activities. ....                                | 52        |
| 3.2 Discussion .....   | 54        |
| 3.2.1 Research question 1: To what extent do English song-listening activities enhance students' listening ability?..... | 54        |

|  |           |
|--|-----------|
| 3.2.2 Research question 2: What are young English learners at PopoDoo English Smart Center's perceptions of the use English song activities in listening practice? ..... | 55        |
| 3.3 Chapter summary .....  | 57        |
| <b>CONCLUSION AND RECOMMENDATION.....</b>  | <b>58</b> |
| <b>Conclusion</b> .....  | 58        |
| <b>Limitation</b> .....  | 59        |
| <b>Recommendations for further research.....</b>   | 59        |
| <b>REFERENCES .....</b>  | <b>61</b> |
| <b>APPENDIX A.....</b>   | <b>67</b> |
| <b>APPENDIX B.....</b>   | <b>76</b> |
| <b>APPENDIX C .....</b>  | <b>84</b> |
| <b>APPENDIX D .....</b>  | <b>87</b> |
| <b>APPENDIX E.....</b>   | <b>90</b> |

# INTRODUCTION

## **Background of the study**

Listening plays a significant role in the lives of people. Of the four major areas of communication skills and language development – listening, speaking, reading, and writing – the one that is the most basic is listening. Children listen and respond to the language before they learn to talk. In first and second language acquisition, listening is the initial stage. According to Sharpe (2001), the promotion of children's speaking and listening skills lies at the heart of effective learning in all subjects of the primary curriculum. In the classroom, students have to listen carefully and attentively to lectures and class discussions to understand and retain the information they have received.

As Demirel (2004) claimed, of all the four language skills, listening skill is the most difficult one to develop. Therefore, special attention and more time should be devoted to the teaching of such a basic skill. However, it seems that listening is not covered adequately in the curriculum even though 55% of our lives are spent listening (Costa & Kallick, 2019 cited in Pearse & Dunwoody, 2013). Pearse and Dunwoody (2013) posit that active listening skills have to be an integral part of the learning environment to help students become lifelong learners.

Songs are appreciated for their linguistic, pedagogical, cultural, and entertaining features. They are precious language learning materials that can be used to teach and develop every aspect of a language. Vernon in Xiao (2013) said that English songs bring energy to the classroom and boost students' confidence. If the students are interested both in material and teaching, they can enjoy listening. Moreover, the many-faceted merits songs possess may enrich and activate our foreign language class. Georgi Lozanov incorporates music into his teaching method—Suggestopedia, for music is instrumental in creating a relaxing and comfortable environment, which can propel language learning (as cited by Larsen-Freeman, 1985).

Stanislawczyk and Yavener in Kuśnierek (2016) stated "Using songs in the classroom believe that songs are advantageous tools and a teacher should take advantage of it during linguistic practice. Besides, Kuśnierek (2016) stated "Song may be used to relax students since for many learning a new language is a new experience".

By using songs, students not only study but also relax their mind. Futon in Arevalo (2010) said that songs can also provide a relaxed lesson. They also can form the basis for many lessons. English songs are a great language pack that bundles a culture, vocabulary, listening, grammar, and several other language skills in just a few poems. It can be used for a wide range of English for teaching and learning foreign languages. This also was supported by Shen (2009) "being a combination of music and language, songs have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions, and so on makes them an impeccable tool for language teaching". So, utilizing songs in the classroom can relax students' minds and bodies and can make them listening more enjoyable.

Tri Listiyaningsih (2017) stated that listening to English songs can improve listening skill because most children enjoy singing songs, which can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. There has been abundant research abroad on the use of songs as an authentic teaching resource in language teaching (Eken, 1996; Maley, 1997; Geoff, 2003), but a paucity of such studies is reported in Lebanon.

### **Problem statement**

Students aged from 8 to 11 years at PopoDoo Smart English Center are encountering significant difficulties with listening comprehension, which impacts their overall language development. Despite being grouped by similar proficiency levels, many children exhibit varying abilities to understand spoken English during

lessons. This inconsistency can lead to confusion and disengagement, as some students struggle to follow instructions or grasp key concepts. Contributing factors may include differences in prior exposure to English, varying attention spans typical of this age group, and diverse learning styles. To foster a more effective learning environment, it is essential to identify these challenges and implement targeted strategies that support all students in improving their listening skills.

### **Purpose of the study**

The main purpose of this study was to investigate the impact of songs on students' listening performance. If using songs can improve students' listening ability, this method should be widely used to teach listening in English centers. In addition, the researcher wanted to find out students' perceptions of improving listening through songs.

### **Research question**

To achieve the research aims, the following research questions need to be addressed:

1. To what extent do English song-listening activities enhance students' listening ability?
2. What are young English learners at PopoDoo English Smart Center's perceptions of the use English song activities in listening practice?

### **Scope of the study**

The study is confined to investigating the impact of Songs on the enhancement of student's listening skills within the specific context at PopoDoo Smart English Center. The study will select 92 students from YLE Movers from 8-11 years old at PopoDoo English Center, Phu Hoi district, Binh Thuan Province.

### **Significance of the study**

The significance of this research is expected to have both theoretical and practical contributions.

## 1. Theoretically

This research is anticipated to serve as a valuable reference for enhancing students' listening skills and may be beneficial for those interested in further exploration of the topic. Moreover, the outcomes of this study are poised to contribute significantly to the existing body of research on students' listening abilities.

## 2. Practically

### a. For students

This research is expected to help them in improving their listening skill through using songs.

### b. For teachers

The result of this research is hopeful to help teachers get information and supply knowledge for teaching English-listening class.

### c. For the researcher

This research can be useful for the researcher as a reference to do the next research about developing listening skill.

## **Overview of thesis chapter**

### **Chapter 1: Literature Review**

This chapter examines existing literature on the effectiveness of using English songs method in developing students' listening skills. It explores relevant theories, empirical research findings, and practical applications in language learning. This chapter not only presents the difficulties that students encounter in practicing listening but also provides important information about the improve listening skills.

### **Chapter 2: Methodology**

This chapter introduces the methodology employed in this research. It outlines the methods utilized, including the research design, participants, research variables and indicators, research instruments, data collection procedures, and data analysis techniques.

### **Chapter 3: Results and Discussion**

This chapter presents the results of the study and their subsequent discussion. The research findings encompass an overview of the effectiveness of this method in enhancing students' listening skills, as evidenced by the pre-test and post-test results and interview. Additionally, the discussion section delves into further analysis and interpretation of these findings.



## **CHAPTER 1. LITERATURE REVIEW**

### **1.1 Definition of listening comprehension**

Listening comprehension has been defined by several reseachers. Vandergrift (2007), defined that listening comprehension is described as a dynamic and multifaceted process through which individuals construct meaning from spoken language. This process necessitates the integration of auditory input such as sounds, words, and phrases with cognitive processing, which encompasses attention, memory, and the application of prior knowledge. It highlights the active role of the listener in making sense of what is heard, rather than simply receiving information passively.

This definition underscores that listening comprehension is not a straightforward task; it demands active engagement from the listener. It involves utilizing both top-down processing where listeners draw on their contextual knowledge and experiences and bottom-up processing where they decode phonetic and syntactic elements of speech. This interplay allows listeners to effectively navigate complex spoken messages and derive meaning (Field, 2008).

Rost (2002) emphasized that listening comprehension involves recognizing and processing various elements of spoken language, including sounds, words, and phrases. Beyond mere recognition, it requires listeners to grasp the overall meaning of discourse within specific contexts. This definition emphasizes the importance of contextual cues and the ability to infer meaning from the surrounding situation, which is crucial for effective understanding and communication.

Goh (2000) stated that listening comprehension is characterized as a complex, interactive process that encompasses several key components. It includes not only understanding the literal meaning of words but also interpreting the speaker's intent and responding appropriately to the message. This definition highlights the social and communicative aspects of listening, where the listener's role is pivotal in facilitating meaningful exchanges.

Moreover, listening comprehension transcends the act of hearing; it involves interpreting and making sense of spoken language. Listeners must consider various factors, including context, tone, and the speaker's intent, to achieve a full understanding. This perspective illustrates the depth of engagement required from listeners to effectively decode messages and respond meaningfully (Buck, 2001).

Nunan (1999) defined listening comprehension as the ability to understand and interpret spoken language in various contexts, underscoring its critical role in effective communication. This definition points out that listening is not merely a passive skill but an active one that is essential for successful interaction, learning, and information exchange in diverse situations

Listening comprehension is portrayed as an interactive process in which listeners construct meaning by integrating their existing knowledge and experiences with the information received through auditory input. This definition emphasizes the collaborative nature of listening, where personal background plays a significant role in shaping understanding and interpretation of spoken language (Chen, 2009).

## **1.2 Listening in Second Language Learning**

### ***1.2.1 The Importance of Listening in Second Language Learning***

Of the four skills of language learning, listening is commonly regarded as the hardest and most challenging. It, nevertheless, has been overlooked with much less time devoted to its instruction as compared with other language skills, like reading, writing, and speaking. Also, most studies concentrate more on the productive skills of writing and speaking (Hedge, 2000, Nunan, 2002). The focus in most language classrooms is testing practices and more on listening exercises than on teaching the listening skills. Richards and Renandya (2002) suggest that one expected purpose behind the approach was that listening abilities may possibly be developed in classrooms while students are exposed to second language encounter during the lecture.

Nunan (2002) believes that listening is commonly regarded as an increasingly relevant language skill that underscores the necessity of acquiring skills and strategies relevant for the understanding of the spoken language. According to Gilakjani (2016: 1670) Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. Unfortunately, listening skill is often seen as a passive skill in the classroom, as students seem to sit quietly and listen to conversations.

On the other hand, Rost (2001) assures that listening is an important means of learning a new language. It is primarily by way of listening that language learners are introduced to a new language, which necessitates and improves the acquisition of their overall second or foreign language skills.

If students do not clearly understand what they listen in their language classrooms, they may find it difficult to learn the language which can have a very debilitating effect on their learning of other communicative skills, like speaking, reading, and writing. Moreover, listening is crucial for an effective and meaningful participation in the oral conversation. Rost (2001: 1) highlights that there is no spoken language without listening. Students feel lost if they do not comprehend the conversation. This is the reason why language learners lose their confidence, and request constantly for frequent repetitions of the spoken text. Similarly, students in Saudi are rarely accustomed to listening native English language speakers, which puts them in great difficulty in comprehending English language spoken with its usual pace and pitch. Furthermore, the students selected as subjects of this research have all chosen listening as their preferred language learning skill. Though, there are those who display their strong reading skill, and their aptitude for structured drills and substitution exercises.

### ***1.2.2 The problems of listening activities***

Listening activities in language learning present a range of challenges that significantly impact comprehension and the overall learning experience. One of the

primary issues is limited vocabulary, which can hinder learners' ability to recognize and understand essential words in spoken discourse. According to Paul Nation (2001), a lack of vocabulary knowledge restricts learners' comprehension, leading to frustration and disengagement. Additionally, the complexity of grammar in spoken language often differs from what students encounter in written texts. John Field (2003) notes that spoken discourse frequently employs informal structures, idiomatic expressions, and contractions, which can confuse learners who are accustomed to more formal grammatical forms. Another significant challenge is pronunciation, accents, and intonation. Variations in pronunciation and regional accents can obscure meaning. Gilakjani (2012) emphasizes that learners may struggle to understand speakers with unfamiliar accents, while Yagang (1994) highlights that intonation patterns can alter the meaning of sentences, further complicating comprehension. Moreover, psychological obstacles such as anxiety and low self-esteem can significantly impede a learner's ability to focus during listening activities. Elaine Horwitz (2001) explains that when learners experience anxiety, they may find it difficult to process information, leading to decreased confidence and participation. Finally, the speech rate in natural conversations often exceeds learners' processing capabilities. According to Underwood (1989) stated that "The students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak" and "Speed can make listening passage difficult.

Collectively, these factors create a complex array of challenges that must be addressed through targeted strategies and effective listening instruction to improve comprehension and foster greater confidence in language learners.

#### 1.2.2.1 Lack of vocabulary

A lack of vocabulary significantly impacts listening skills, as numerous studies indicate that vocabulary knowledge is essential for comprehension. Research by Paul Nation (2001) highlights a direct correlation between

vocabulary size and listening proficiency, showing that learners with limited word knowledge often struggle to understand spoken language. Similarly, Chang and Millett (2016) found that students with a restricted lexicon frequently miss key information and have difficulty following conversations. This evidence underscores the importance of vocabulary in the listening process, as it allows learners to decode language effectively and grasp the meaning of spoken discourse. Consequently, expanding vocabulary is vital for improving listening comprehension and enhancing overall communication skills.

In fact, learning vocabulary is always a big problem for students in the language learning process because memorizing vocabulary is not simple and it takes a long time to improve the amount of vocabulary. Therefore, when listening to new or polysemantic words, students usually stop a few seconds to think of it and then they miss the next information that makes students difficult to continue listening and understand the meaning of the content correctly. "If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised" (John & Shane, 2004:4). In short, it can be seen that lack of vocabulary is the reason causing the difficulties in listening.

#### 1.2.2.2 Lack of grammar

Grammar is also a big impediment affecting students' listening ability. Lack of grammar knowledge can significantly hinder listening comprehension in language learners, as evidenced by various experts in the field. John Field (2003) emphasizes that spoken language often employs informal grammatical structures and idiomatic expressions that differ from the more rigid forms typically taught in textbooks. This discrepancy can lead to confusion, as learners may struggle to follow conversations that utilize colloquialisms or contractions they have not encountered before. Furthermore, Patricia Kuhl (2006), the fluid nature of spoken language makes it challenging for learners to parse sentences, especially when the grammar is complex

or non-standard. As a result, students may miss key information or misunderstand the intended meaning of dialogues. This lack of grammatical understanding not only affects their ability to comprehend spoken discourse but also diminishes their confidence in engaging in real-life conversations, ultimately hindering their overall language acquisition process. Addressing these grammatical challenges through targeted listening practice is essential for enhancing comprehension skills among language learners

In particular, when listening to several new grammar structures or grammar structures that look the same, students of PopoDoo Smart English are often troubled, confused or even unknown what speakers are saying. This leads to the failure in their listening. In short, grammar is a big complication for students in the listening process.

#### 1.2.2.3 Pronunciation, accents and intonations

An essential component of communication, particularly when listening, is pronunciation. The ability of kids to pronounce words correctly determines how good their listening skills are. "Learners with good pronunciation in English are likely to be understood even if they make errors in other areas, whereas learners with poor pronunciation will not be understood, even if their grammar is perfect," Gilakjani (2012). Pronunciation experts will actually confidently express their opinions and even attentively listen to others when they communicate. Conversely, mispronounced words can lead to misinterpretations or poor communication as well as difficulties listening. To put it another way, Cook (1996) said that "overcoming the bias of the first language and building up new pronunciation habits are necessary while learning to enunciate a second language." Pronunciation is the first thing to think about whether you want to learn a foreign language or listen well in English. Surprisingly, the majority of pupils frequently struggle greatly when acquiring pronunciation. Their mother tongue has an impact on their pronunciation, causing them to speak strangely

and erratically when they practice pronouncing English words. This results in a discrepancy in pronunciation between native speakers and students. As a result, it can be challenging to understand what speakers are saying. Additionally, there are a lot of new words that the kids are unfamiliar with, which makes them sound funny when they listen. In summary, pronunciation hinders kids' ability to listen.

Accents can be a hindrance to students' ability to listen in addition to pronunciation. Since English is now spoken as a second language in many nations worldwide, students frequently encounter a range of accents when listening, including British, American, Australian, Indian, and so on. It is actually very challenging for kids to listen well because of those varied accents. Yagang (1994) asserts that "listeners tend to get familiar with the dialects they hear the most." Listeners will have trouble understanding different accents if they are exposed to typical American or British accents. In fact, students majoring in English frequently concentrate on listening to American and British accents; because they are accustomed to hearing these accents, they become agitated and listen poorly when they hear foreign dialects. Consequently, one of the things that makes hearing difficult is an accent.

Lastly, intonation is a listening issue that English language learners encounter. Renard (1975) asserts that intonation "conveys a range of meaning, motivation, or situation beyond the actual meanings of words in the phrase," making it a highly significant element. In actuality, a sentence's intonation determines its meaning within its context. Students can infer the ideas and feelings of speakers based on the rise or decrease in their intonation. Similarly, Peter Roach (2009) gave an example: "If you say the word 'right,' people more likely to interpret it as an inquiry or an invitation to continue speaking, but if

you say it with a decreasing pitch, they are more likely to hear it as agreement or affirmation." In fact, intonation plays a major role in understanding what is being heard. Students will therefore misunderstand what is being said throughout the listening process if they are unable to recognize the intonation of the speakers. Furthermore, Wei (2004) states that "many aspects of spoken language including the use of intonation, tone of the voice, rhythm, etc." may be associated to the difficulty of learning to listen. This is a true statement. It will be challenging for students to understand that the same phrases with various intonations will mean different things if they are not aware of intonation. One could argue that intonation is a major contributing factor to miscommunication when listening.

#### 1.2.2.4 Psychological obstacle

One of the trickiest elements influencing students' listening skills in English is the psychological barrier. A psychological barrier is anything that causes students to feel uneasy or nervous when they are listening and restricts their capacity to take in knowledge. "Anxiety is a sensation of stress, worry, and nervousness related with the circumstance of learning a foreign language," according to Horwitz ET, all referenced in Nascente (2001). In fact, one of the most prevalent emotions among students during listening is worry. When faced with a challenging listening segment, an unknown subject, or even a typical listening piece that they can actually listen to, students are typically anxious and stressed. However, their nervousness causes them to focus less on the information they are listening to. It is not good at listening.

Scarcella and Oxford (1992) stated listening anxiety happens when students believe they are given a task that is too challenging or foreign to them. If the listeners believe they have to comprehend every word they hear, this worry will only get worse. As a matter of fact, many students' lack of confidence is evident when they listen to their English. Due to the difficulty of listening, students frequently believe that they are incapable of doing it successfully. Their capacity to listen is severely



impaired, and they become depressed easily as a result. It is amazing how much boredom and inattention impact pupils' listening comprehension. These states happen when students are uninterested in the subject, unmotivated, or unable to follow or comprehend certain phrases used during the listening process, which causes them to become distracted by things they do not understand or are unaware of. "The hearing comprehension process is also a relatively sophisticated psychological process," according to Yagang (1994). According to psychology, "a person may not be able to concentrate when they are frightened or apprehensive." One's capacity to listen is significantly diminished when they are uneasy. In summary, psychological barriers affect pupils' listening skills to some extent.

#### 1.2.2.5 The length and speech rate

The length and speech rate are also the elements that make students worried in listening. Firstly, when the length of a listening part of a conversation is too long, it is difficult for students to remember the information delivered and makes them not concentrated to listen. Missing the information can make the students confused and stop a few seconds during the listening process. This leads to ineffective listening. Secondly, failing to control the speaker's speed also causes obstacles for students while listening. According to Underwood (1989) claimed that "The students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak" and "Speed can make listening passage difficult. If speakers speak too fast, students may have serious problems understanding second language words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension". It is completely right. In fact, when students listen to the text with a rapid speech rate, it is very hard to comprehend what is going on even though students are similar to the words that are spoken. A real example that when the instructors speak about any problems in the classroom at a rapid rate, students often do not keep up with their teachers' saying because they cannot control the speed of speech, so they

will ask their teachers to speak slower for them to understand the content more effectively. In brief, Flowerder and Miller (1996) stated that “their subjects unanimously rated speed of delivery as one of the greatest obstacles to understanding”. It is obvious that the length and speech rate are the obstacles causing the difficulties in listening.

### **1.3 Concept of song**

A song is a cohesive artistic expression that combines melody, rhythm, and lyrics to convey an emotion, story, or idea. Songs can vary in genre and style, reflecting diverse cultural experiences and perspectives. Through poetic devices such as metaphor and repetition, they create memorable and easily understood messages, often evoking strong emotional responses.

#### ***1.3.1 Definition of song***

Griffe (1992, p.3) songs are vocally produced, linguistically meaningful and have melody. So, it can be concluded that song is a piece of music that has words which are linguistically meaningful and sung by a singer. The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Song are generally performed in a repetitive pattern that make them easy to be memorized. Repetitive pattern means that there are usually several lines of the song, which are repeated twice, or more. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

#### ***1.3.2 English songs and language learning***

Songs have a great deal of potential since they are a vital component of learning and development, according to Dzanic and Pejic (2016). The pleasant aspect of music keeps pupils engaged during lessons, thus having it playing while learning has many positive effects. Repetition is important because songs include linguistic patterns that can enhance pronunciation and listening comprehension while also creating a joyful

ambiance. Furthermore, there are other approaches to include songs in the instruction. Students can practice their vocalizations of the new material and retain it better through repetition and vocal practice (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. Song have a profound impact on people, particularly the younger generation. Songs therefore have a tendency to draw students' attention. Even if they don't know the meaning of the words, students are still eager to learn the lyrics to a foreign song. The song's upbeat vibe detracts from the stress and seriousness of studying. Consequently, motivation will rise (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.

Pratiwi (2018) stated that using English songs in the classroom is beneficial since it offers a number of advantages. International music is particularly accessible in this digital age. Students are thus exposed to new vocabularies, grammars, and accents through the songs. It is crucial for educators to understand the relationship between music, motivation, and learning, even though there may be other factors involved in language acquisition (Israel, 2013). Each student's unique learning style is one of the variables.

### ***1.3.3 Songs as Authentic Material***

A song is a piece of music with words that is sung, according to Hornby (1990). A song is a fantastic language bundle that incorporates culture, vocabulary, grammar, listening comprehension, and many other language abilities into a short series of rhymes. Songs can also offer a laid-back instruction. Additionally, they can be the foundation for other teachings (Futonge, 2005).

Furthermore, according to Ross (2006), listening to songs to learn more about well-known bands that perform in English is an example of authentic listening materials. We all know that music follows us everywhere we go—home, to school, to work, in our cars, and so forth. We can therefore listen to the song and discover the significance of language in it at the same time. When creating classes and instructional materials, students need to be inspired and maintain that motivation in order to enhance their listening comprehension abilities. The best way to do this is to assess whether the listening material is appropriate, such as when songs are used as real material. Students are stimulated and motivated to comprehend the lesson when songs are used.

#### ***1.3.4 Types of Songs for Young English Learners***

Songs can be effective teaching and learning tools for languages if they are carefully thought out, implemented, and assessed. Additionally, learning can become enjoyable and memorable if the appropriate tunes are selected. This requires creating a boundary between the various song genres and their objectives. House (1997: 19) distinguishes between songs composed specifically for young learners and traditional songs. Children are typically familiar with the former kind, according to her, although the latter are, as their name implies, specifically produced for a textbook to support specific grammatical and vocabulary themes. In a similar vein, Ur (1992: 65) distinguishes between real songs and specially written English teaching songs. She goes on to say that the first kind of songs are meant to help with spoken language creation, vocabulary instruction, and language structure instruction. On the other hand, the genuine songs are more for amusement and cultural reasons. Murphey (1992: 121) offers an alternative song typology tailored for younger students. He clarifies that action songs, also known as Total Physical Response (TPR) songs, and jazz chants exist. Jazz chants are momentary rhythmic statements without of accompanying music. In addition to strengthening vocabulary, intonation, rhythm, and particular language structures, they help students improve their listening comprehension. When listening to TPR songs, students must react physically to what they hear and sing only when they are ready.

Choosing the right tunes to listen to is crucial. It is important to select songs that are appropriate for the English proficiency and interest level of the kids, regardless of whether they are real or specifically written for English language learners. It is common knowledge that kids like simple, catchy songs. Songs are an essential component of English lessons since young children all have a love of repetition and a need to move.

### ***1.3.5 Activities with Songs***

Songs can be utilized for a wide range of activities. Songs can be altered to fit any characteristic of any language. Songs can be included into any activity that can be used with the four skills, vocabulary, or grammar. Some exercises, meanwhile, are more effective with younger students than with more experienced ones. Activities such as listen and draw, mimic, dance, point, match, and color are examples of “listen and repeat” (Scott and Ytreberg, 1991) and “listen and do” (Sevik, 2012: 10) that are effective for young learners. According to Murphey (1992: 17), young students will embrace any type of song with great enthusiasm. Everything is up to the teacher's creativity.

### ***1.3.6 Perception on English Songs***

According to Sugihartono (2007), perception is the capacity of human senses to translate stimuli or the act of translating stimuli that a human senses receive. Perception, according to Ayu (2016), is the process by which a person gives meaning to what they see. According to Kotler (as referenced in Bulquisia, 2017), perception is the process by which we select and construe data from our senses to construct an image of the world around us. Perception, for example, happens when we see. In order to create a perception, our sense of sight selects specific information for our brains to view, process, and interpret.

In the field of education, teachers' perceptions are crucial because they must take into account their students' preferences while developing lesson plans and instructional materials. Instructors can employ the best strategy and techniques in the

classroom by being aware of their students' perceptions (Meilinda, 2019). Consequently, learning is advantageous to both sides.

According to an interview with a pupil, language growth through song is accidental. As they study the beats, they listen to music. As they became more proficient in language, they began to listen to music more regularly. According to Ranggen (2016), one of the pupils who was interviewed also mentioned how much she thought listening to English music improved her ability to pronounce words in the language. Winasih (2018) did note, nevertheless, that not all pupils find it easy to use English music as a teaching tool. Some students believe that their comprehension and memorization of lessons vary, as do their competencies.

#### **1.4 Benefits of Songs in the Listening Session.**

One of the most important benefits of using songs is that students find themselves in a relaxing and pleasant classroom atmosphere. Sevik (2012) considers songs as “vital tools to create a safe and natural classroom ethos and to overcome feelings of shyness and hesitation on the part of the learners” (p.11). Songs can remove boredom from the class and thus help learners feel comfortable and stress-free in the learning process.

Moreover, using songs in listening sessions for vocabulary acquisition are well-documented by various experts in the field of language education. According to Stephen Krashen (1982) argues that songs create an enjoyable context for learning, which can lower affective filters and enhance language absorption. He emphasizes that the emotional connection fostered by music aids in remembering new vocabulary. Another definition from Patricia Kuhl (2006) supports this by noting that the rhythm and melody of songs facilitate memory retention, making it easier for learners to recall words and phrases. Jeanette Littlemore (2001) define that it is also highlights that the repetitive nature of songs reinforces vocabulary through context, allowing learners to grasp words more effectively. Furthermore, David Coniam (2001) points out that songs often incorporate idiomatic expressions and colloquialisms, which

expose learners to authentic language use. Together, these insights illustrate how songs not only enhance listening skills but also serve as powerful tools for memorizing new vocabulary in a fun and engaging way.

Songs also create a diverse set of emotions in the listener and tied to one's own culture and real-life factors. According to Mobbs and Cuyul (2018), as music is universal and loved by people of all ages and cultural backgrounds, it is an excellent way to engage learners. They believe that music reinforces the aspects of rhythm in a language, an opportunity to examine culture and diversity through authentic songs and other materials, and a way for learners to explore human vocal expression and communication from speaking to singing. Kuśnierek (2016) thinks that popular songs affect students' lives and are related to their different interests and daily experiences. Hence, learners of different ages and tastes can easily get connected with the lyrics and music. To improve listening skills, learners should be self-motivated and confident. Vernon (2010) suggests that songs strengthen the classroom atmosphere, as well as make students sustain their self-confidence. Songs can help learners to enhance their enthusiasm and confidence via emotions. Harmer (2007) considers music as "a powerful stimulus for student engagement precisely because it speaks directly to our emotions" (p.319). Music thus functions as a motivating factor for the learners to engage in the learning. Şahin (2008) also feels that students can become actively involved in the learning process by using their musical knowledge.

Songs serve as a source of inspiration and academic interest as well. They help students express their ideas and encourage them to participate in class. Lieb (2008) believes that music has great potential in ESL classrooms as it is closely related to language. Songs are different expressions of a language that connect both brain and mind. Vethamani and Keong (2008) consider songs as "a form of useful resource in the language classroom for purposes of language development and to connect learners to issues that are of interest to young adults" (p. 95). According to them, young ESL or EFL learners respond positively to popular songs and participate more in class

because songs give them the confidence to express themselves better in oral and written form.

Another advantage of songs is that songs can help to enhance listening skills and pronunciation are well- supported. Stephen Krashen (1982) argues that songs create an enjoyable learning environment, which can lower anxiety and encourage learners to engage more fully with the language. This emotional connection helps improve listening comprehension while making the process enjoyable. Patricia Kuhl (2006) emphasizes that the rhythmic and melodic aspects of songs aid learners in recognizing phonetic patterns, which is crucial for developing accurate pronunciation. Additionally, Jeanette Littlemore (2001) points out that the repetition often found in song lyrics reinforces both vocabulary and pronunciation, making it easier for learners to practice articulating sounds correctly. David Nunan (1991) further highlights that the contextualized nature of songs allows learners to hear language used in authentic ways, enhancing their overall listening skills. Together, these insights illustrate how songs can effectively combine fun and learning, making them a powerful tool for improving listening skills and pronunciation in language acquisition.

#### ***1.4.1 Songs provides opportunities for repetition and practice.***

Songs provide excellent opportunities for repetition and practice that might otherwise be tedious. Repetition of language is pleasurable —such as repeating choruses, or singing cumulative songs where each verse borrows words from a previous verse (e.g., "The Twelve Days of Christmas"). This repetition, most often accompanied by physical actions, helps to learn and in turn leads to familiarity so that children feel comfortable with the foreign language (Rumley, 1999). Besides, as argued by Sharpe (2001), by singing songs pupils gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn.



### ***1.4.2 Songs provides opportunities for real language use***

According to Sharpe (2001), songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age. Schoepp (2001) believed that the three following patterns emerge from the research on why songs are valuable in the ESL/EFL classroom:

- a. Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners.
- b. Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.
- c. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of authentic language that students will eventually face in nonacademic settings.

### **1.5 How to teach song**

A word of caution is necessary. As language teachers, we should always bear in mind that our main responsibility is to teach the target language. No matter how fun and enjoyable song activities may be for YLs, we should not get carried away by the music and rhythm of songs. Our main responsibility is not to teach singing skills, but to teach the target language.

Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day and, in the long term, they result in boredom and lack of interest. There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective

means of developing young learners' language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils (Sevik, 2012).

Kirsch (2008) stated that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils. Ersöz (2007) suggested that teachers should be careful to choose songs that: contain simple and easily understood lyrics, link with a topic or vocabulary that learners are studying in class, contain repetitive lines, and allow children to easily do actions (to help emphasize meaning).

The purpose of this paper is to highlight how songs and appropriate follow-up activities can be used effectively as a pedagogical tool in Popodoo center to support the development of listening comprehension for young learners in cycle one. Therefore, teachers should develop songs into language learning tasks.

## **1.6 Previous study**

Research has indicated that songs can support language intelligence. Songs, as pieces of music, benefit young learners in several ways. Songs can improve the listening comprehension and pronunciation skills of students, and past studies suggest that there is no important variation in performance between boys and girls in terms of listening comprehension and pronunciation. In the same vein, Ali demonstrated that numerous factors hinder the improvement of young learners' listening comprehension. However, the usage of songs aided learners in honing their listening skills. According to Ali, the majority of young learners loved and valued learning English through listening to songs.

Furthermore, other educational studies have suggested that songs can be utilized as a medium to increase student learning results. Besides helping young children learn a second language, songs can be valuable pedagogical tools. Using songs as tasks are

one way of helping transfer words from songs into use and maximizing the potential of songs as teaching and learning tools. However, the difficulties faced by students in listening comprehension have also been investigated. Hidayat analyzed the results from students' responses and found that they have problems with noisy classrooms, fast-paced songs, and different accents. Similarly, Hadian found that in students tend to be reluctant, to give negative attention and to become less enthusiastic when they are not interested in song, and students tend to be confused and frustrated when they are given tasks that are too hard for them. Although the literature reviews various aspects relevant to learning English through song, the literature does not focus on teachers' perceptions of using song for teaching children listening skills in the context of Vietnam. Therefore, there are gaps in the literature related to teachers' perception of using songs for teaching listening skills to young learners that this study will address.

## **CHAPTER 2 METHODOLOGY**

### **2.1 Research design**

In this research, the researcher used a quasi-experimental design with a pretest-posttest experimental group at PopoDoo Smart English center of Binh Thuan to investigate the effectiveness of using song in improving the listening skills of students.

Nunan (1992), as cited by Putri (2016), deemed experimental research as a suitable approach for gathering and analyzing data. The study included two groups of students assigned to the experimental group (EG) and control group (CG). Both groups would complete a pretest and a posttest to measure their speaking skills using a speaking test developed by the researcher. In addition, the participants were administered a pre-test before the experiment using a 5-point Likert scale questionnaire. A post-test was conducted after the treatment to assess the study's outcomes, utilizing the same questionnaire.

Data analysis was conducted using descriptive statistics and an independent-sample t-test to compare the mean scores of the pretest and posttest between the EG and CG. The study also collected qualitative data through a survey administered to the EG to gather their perceptions on the use of songs to improve their listening skills.

### **2.2 Research site**

This research conducted at PopoDoo English Smart Center located at 182 Nguyen Hoi, Phu Trinh ward, Phan Thiet city, Binh Thuan province. The PoPoDoo Smart English Center in Phan Thiet, a branch of PoPoDoo Vietnam, appears to be a very creative institution in the field of English teaching. They were founded in 2015, and it is admirable that they are dedicated to offering a structured curriculum and useful learning resources. The YLE Starters Course is designed for children ages 4-7, YLE Movers Courses are for those aged 8-11, and YLE Flyers Courses are for students aged 12-15. It is great that they provide a variety of international-standard programs

catered to different age groups. Vietnamese pupils' English language proficiency is undoubtedly improving as a result of PoPoDoo's emphasis on these extensive English programs.

## **2.3 Participants**

The study included 92 students from Movers classes of PopoDoo English Smart center of Binh Thuan. The research participants were divided into two groups: EG including 46 students and CG with 46 students. Throughout the research period, both groups actively engaged in activities designed to assess the impact of songs on their listening skills. The EG underwent practice sessions that incorporated songs as a central teaching method, while the CG received conventional teaching methods without the integration of songs. The study was structured to evaluate and compare the progress of listening skills development between the two groups.

## **2.4 Instruments**

In this study, the researcher used three different instruments, including tests, questionnaires, and interviews. The data collection methods were triangulated so that the problem of reliability and validity would be resolved. Moreover, various data collection instruments may support each other and reinforce the research's conclusion.

### ***2.4.1 Tests (pre-test & post-test)***

Listening tests, including pretest and posttest, were administered to students from both the experimental and control groups before and after the intervention. The goal of the tests is to collect quantitative data to answer the first research question "To what extent do English song- listening activities enhance students' listening ability?". The difficulty level of the listening tests is the same so the data can be used to compare each other to find out how effective English songs are in improving students' listening skills.

The listening pre-test and post-test were designed in the format of the Cambridge English: Movers (YLE Movers) listening test. The listening test consists of 5 parts. Part 1 requires students to look at the picture, listen and match the character's name with the corresponding action. In part 2, students listen and take summary notes. Part 3 requires students listen to the conversation and match the answer. Part 4, they choose the correct answer. In the last part, students listen to the conversation and color according to the instructions. The total test time is 30 minutes.

The tests were extracted from the book Cambridge Young Learners English Tests Movers published by Cambridge University Press.

The table 2.1 below shows the description of the listening pre-test and post-test from the Movers Cambridge Tests.

**Table 2.1. Description of the Listening Pre-Test and Post-Test from the Movers Cambridge Tests**

| <b>Part</b> | <b>Number of questions</b> | <b>Points (10-point scale)</b> | <b>Question type</b> | <b>Description</b>   |
|-------------|----------------------------|--------------------------------|----------------------|--|
| 1           | 5                          | 2.0                            | Connect answers      | The topic includes pictures of characters performing different activities. The students would listen to the conversation and matched the given names with the correct people in the picture. |
| 2           | 5                          | 3.0                            | Take summary notes   | The students would listen to the conversation and filled in the blank with one word or one number.   |

|       |    |     |                            |   |
|-------|----|-----|----------------------------|---|
| 3     | 5  | 2.0 | Choose the correct answers | View 2 sets of photos: 1 set of characters/places/objects, 1 set of lettered images. The students would listen to the conversation and filled in the letters in the blank boxes to match the corresponding photos of the two sets of photos together. |
| 4     | 5  | 1.0 | Listen and tick the box    | The students would listen to 5 separate conversations, each paragraph has 1 multiple choice question with 3 pictures, choose the picture that best matches the content of the conversation.   |
| 5     | 5  | 2.0 | Listen, color and write    | The students would listen to the dialogue, chose the correct parts of the picture to color and wrote 2 simple words according to the instructions.  |
| Total | 25 | 10  |                            |   |

#### ***2.4.2 Questionnaire***

Following the completion of the post-test, participants in the experimental group were presented with a survey questionnaire aimed at eliciting their perceptions regarding the effectiveness of using songs in enhancing their listening skills. This questionnaire was designed to gauge two main constructs: the participants' attitudes toward using songs and the perceived effectiveness of using songs in listening skills.

Structured as Likert-scale questions. Specifically, participants were asked to rate the helpfulness of the method, and their likelihood of continuing to use it in the future.

Furthermore, the questionnaire included items to explore participants' perceptions of the effectiveness of using songs in listening skills. This aspect includes questions related to students' benefits, awareness of the method, and students' ability to learn.

By collecting data through this questionnaire, the researcher aimed to gain valuable insights into participants' views on the utility and effectiveness of this method. This feedback were contribute to a comprehensive understanding of improving listening skills and inform future teaching methods.

### ***2.4.3 Interviews***

Due to the fact that interviews are interactive and help the researcher explore issues that are not noticeable in other modes of data collection (Mackey & Gass, 2015), a semi-structured interview was conducted at the end of the course to collect qualitative data. According to Mackey and Gass (2015), in the semi-structured interview, “the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information.”

The aim of the semi-structured interview in this study was to support the conclusion of the research and provide an in-depth understanding of students' learning experiences with English songs, their attitudes, and opinions towards the use of English songs in the English classroom and listening activities as well. Four students in the experimental group were interviewed individually at the end of the course and the responses were recorded.

There were 3 questions in the interview that aimed to investigate how English songs helps the participants in improving their listening abilities, participants' opinions about the use of English songs in listening activities, the usefulness, and further suggestions from the participants. The questions in the interview were designed in line with the questionnaire so that the researcher could be more certain



about the participant's thoughts and attitudes in accordance with the answers in the questionnaire.

## **2.5 Data collection procedures**

### ***2.5.1 Before the Experiment***

In the first week of the course, after being approved by the Head of the English Center, the researcher announced to the students in both groups the research's purposes, procedures, and the students' roles in this research. All of the students voluntarily agreed to be participants in the research.

In the second week of the course, students in the two groups were asked to take a paper-based listening test, which included five different listening tasks. Test results will be saved for the data analysis phase.

### ***2.5.2 During the Experiment***

Participants engage in teaching and learning activities with the different curriculum. Throughout the course, students in the experimental group were asked to participate in listening activities using English songs instead of the usual audio used in the control group.

In both CG and EG groups, listening activities were performed in three stages before listening, during listening, and after listening. In the pre-listening stage, the teacher introduces topics related to the listening lesson, new information, and new words to students. The purpose of this activity is to provide students with background knowledge and general vocabulary about what they are about to hear. During the while-listening phase, students watch videos and answer questions. The purpose of this stage is for students to watch the video, pay attention to details, and answer questions. In the post-listening stage, students discuss more deeply about the content they watched and related topics. This stage helps students make connections and give their opinions on the topic.

| Stage                             | Content    | Procedure   |
|-----------------------------------|------------|---|
| Pre- listening<br>5 minutes       |            | <p>Warm- up</p> <ul style="list-style-type: none"> <li>- Discuss the importance of listening skills. Ask students how to use listening in their daily lives and what types of listening they enjoy.</li> <li>- Introduce the selected audiobook or dialogue, discussing its context and main ideas. Provide a brief synopsis and key vocabulary.</li> </ul> |
| While-<br>listening<br>30 minutes | Activity 1 | <p>-Active listening explanation</p> <p>Explain what active listening means. Discuss how students will focus on understanding the main ideas and details during the listening session.</p>  |
|                                   | Activity 2 | <p>- Listening session</p> <p>Play the audiobook or dialogue twice:</p> <ul style="list-style-type: none"> <li>+ First listen: focus on general understanding.</li> <li>+ Second listen: Encourage students to take notes on key details and vocabulary.</li> </ul>   |
|                                   | Activity 3 | <p>- Worksheet: Complete a worksheet that includes</p> <ul style="list-style-type: none"> <li>+ Noting down feelings, images, or favorite parts that arise during listening.</li> <li>+ Listening new words they heard and their meanings.</li> </ul>   |

|                                   |  |  |
|-----------------------------------|--|--|
| Post –<br>listening<br>10 minutes |  | + Answering comprehension questions related to the material, modeled after Cambridge Movers test questions.<br><br>- Elicit the question and ask the whole class.<br>- Ask some Ss to share the opinions |
|-----------------------------------|--|--|

**Table 2.2 Lesson Plan of Listening Activities for The Control Group**

Table 2.2 above shows the plan of listening activities carried out in the CG. In the CG, the teacher played the audio two times for the whole class and had the students listen the audio and answer the questions. As a result, the teacher was the person who controlled the speed of the audio and the times that the students listen the audio. The plan of the listening activities in the EG is described in the table 2.3 below.

**Table 2.3. Lesson Plan of Listening Activities for the Experimental Group**

| Stage                     | Content    | Procedure  |
|---------------------------|------------|--|
| Pre-listening<br>(5 mins) |            | - Introduce the topic of the video<br><br>- Pre-teach new words and new information (if necessary) |
|                           | Activity 1 | - Students listen to the entire song once without any requirements.                                |

|  |            |   |
|--|------------|---|
| While-<br>listening                    |            | <ul style="list-style-type: none"> <li>- Ask students to focus on the melody, rhythm, and emotion of the song</li> </ul>  |
| (30 minutes)                           | Activity 2 | <ul style="list-style-type: none"> <li>- The teacher asks simple questions about who, what, when and where in the song.</li> <li>- Students answer questions by raising their hands or relying on illustrations.</li> <li>- Teachers create questions with multiple choice answers to help students participate more easily.</li> </ul>   |
|  | Activity 3 | <ul style="list-style-type: none"> <li>- Students listen to the song again, paying attention to newly learned or familiar vocabulary.</li> <li>- The teacher asks students to raise their hands when they hear a specific vocabulary word or type of word (noun, verb, adjective).</li> <li>- The teacher can stop the song at some point and ask students to repeat the vocabulary they just heard.</li> </ul> |
| Post-<br>listening<br><br>(10 minutes) |            | <ul style="list-style-type: none"> <li>- Students complete simple tasks such as matching pictures with words, filling in words to song lyrics, and answering questions about the song's content.</li> <li>- Ask some Ss to share the opinions</li> </ul>  |

In the listening activity of EG, the teacher plays the song to the whole class once, at the end of the while-listening period for the whole class to check and elicit answers. Activities are designed to increase student engagement and concentration while

listening to songs. The duration of the activities is flexibly adjusted depending on the abilities and needs of the class.

The researcher selected suitable songs for the experimental group during 10 weeks according to the Cambridge Movers book described in the following table 2.4

**Table 2.4 Appropriate Songs to Teach to the Experimental Group**

| Songs                           | Themes                         | Why it's suitable   |
|---------------------------------|--------------------------------|---|
| Hello, Goodbye                  | Greetings, opposites           | Simple lyrics about greetings and farewells, helping learners understand basic conversational phrases.        |
| If you're happy and you know it | Emotions, actions              | Engaging and repetitive, this song helps students learn about expressing feelings and following instructions. |
| Count on me                     | Friendship, support            | Encourages positive social interactions and vocabulary related to friendship.                                 |
| The wheels on the bus           | Daily routines, transportation | Familiar and fun, it teaches vocabulary related to transportation and actions associated with riding a bus.   |
| Five little Ducks               | Counting, animals              | Integrates counting with a story about ducks, making it engaging for young learners.                          |
| You are my sunshine             | Love, affection                | Simple and heartfelt lyrics that help students understand expressions of love and joy.                        |
| Head, shoulders, knees and toes | Body parts                     | A fun way to learn vocabulary related to body parts while promoting movement.                                 |

|                   |                           |   |
|-------------------|---------------------------|---|
| Let it go         | Emotions, self-acceptance | Popular and relatable, this song provides vocabulary related to feelings and personal growth. |
| Shake it off      | Positivity, resilience    | Encourages a positive attitude and understanding of the concept of ignoring negativity.       |
| A whole new world | Adventure, exploration    | Themes of discovery and wonder, with simple language that can be exciting for learners.       |

### ***2.5.3 After the Experiment***

Students in both groups took the listening post-test at the end of the course. The post-test had the same format and difficulty level as the listening pre-test.

A set of questionnaires were elicited in order to gather data about students' perceptions and opinions after their experiences during listening activities under the use of the English songs. The students responded to the questions paper Forms which was designed by the researcher.

The researcher also arranged a semi-structured interview in order to gather more in-depth information so as to have more evidence for what the researcher was going to conclude later. The interviews lasted about five minutes for each student, tape-recorded, and transcribed verbatim. The researcher asked students 5 questions that concentrated on students' opinions and attitudes about the learning experiences in the support of English song.

The researcher had no or little control over students' performances during the data-gathering procedure, tried to build a comfortable environment for the students, and ensured that students were clear about the purpose of the data collection techniques in which they were going to involve.

## 2.6 Data analysis

The data were analyzed under the procedure suggested by Creswell (2012). First, the data was organized into different types of research instruments: tests, questionnaires, and interviews. The researcher used the Statistical Package for the Social Sciences (SPSS) program (version 26.0) to analyze the results from the tests. After that, the researcher started to enter the data into the program for analysis.

In order to have an overview and the trends of the data collected from the tests and questionnaire, a descriptive statistics test was computed. The researcher displayed the summary of the data in terms of the maximum score (Max), minimum score (Min), the average score (Mean), the range of the score, the distributions of the score around the mean (Variance), and the standard deviation (SD), which is the square root of the variance.

A normality test was performed to see whether the data collected from CG and EG's listening tests had a normal distribution. Due to the small sample size of the CG ( $n=46$ ) and the EG ( $n=46$ ), the Shapiro-Wilk test is used to test the normality of the data. According to (Pallant, 2020), if the Sig. value is more than 0.05 (Sig. > 0.05), the distribution of the scores is not different from the normal distribution. In addition, the distribution of the scores was also displayed graphically in the Normal Q-Q Plot. As explained by (Hinton et al., 2014), there is a normal distribution when the data distribute closely to a 45° straight line.

After that, the researcher would use an independent sample t-test to analyze and detect the statistical differences between the mean scores of the CG and EG's listening tests. As defined by (Hinton et al., 2014), the significance level is "the risk (probability) of erroneously claiming a relationship between an independent and a dependent variable when there is not one....this probability is chosen to be small". The significance level (Sig.) is usually set at 0.05 which means 5 out of 100 times. It is assumed that there is a significant difference in the mean scores of the two groups if the Sig. (2-tailed) value is equal to or less than the significance level of 0.05 and

vice versa. The p-value, the probability of the test statistics, indicates the feasibility of the null hypothesis ( $H_0$ ) to be true. This value is also set at 0.05 in that effect is considered significant and the  $H_0$  is rejected if  $p < 0.05$ .

The first independent sample t-test of the pre-test was computed to see whether the participants in the two groups had the same listening abilities. The second independent sample t-test of the CG and EG's post-test scores aimed to compare and discover the differences between the two groups in terms of listening abilities and the effectiveness of the treatment among the experimented participants

Next, data from the questionnaire was collected using Paper Forms and analyzed using the SPSS program (version 26.0), so that the researcher could get an overall picture of the participants' general perception of the experience. listening experience with English songs and their attitudes toward using this method.

Data from the interviews were transcribed verbatim, coded, categorized into themes, and presented by the researcher. The author presents the interview results in three main categories: (1) students' general awareness about using the listening learning method with English songs in listening activities, (2) Students' Perception about Learning English through Songs, and (3) Students' Perception on the Benefit of Using English Songs. Then, the data from the interviews were compared with the assumptions from the questionnaire to draw conclusions.

## **2.7 Researcher's Roles and Potential Ethical Issues**

Ethical issues refer to the roles of the participants and their identities in the study and the relationship between the researcher and the participants.

The researcher needed to ensure that the students' identities were protected in the study and they were treated with respect. Moreover, the researcher played a role of an English teacher, observer, and interviewer in the research. There was no or little interference by the teacher in the students' performances.



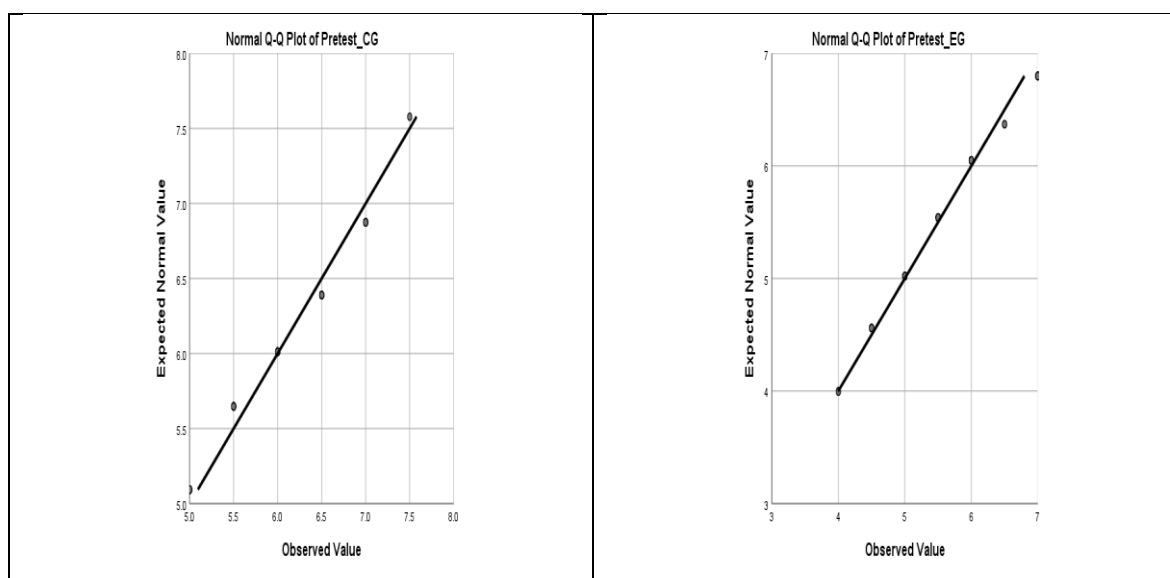
## CHAPTER 3. RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Cambridge Movers Listening Test

##### 3.1.1.1 Pretest

The pretest of both the CG and the EG are marked by the teacher. The purpose of the pre-test is to evaluate the initial status of the groups before experimenting. To assess the normality of the underlying population distribution, Normal Q-Q Plots were employed for examining the pre-test scores of both the CG and EG. Figure 3.1 illustrates that the scores for both groups align closely along a straight line, indicating a normal distribution of scores



**Figure 3. 3. Normal Q-Q Plots for listening pretest results**

The pretest scores in CG and EG are given in Table 3.1. The control group, consisting of 46 participants, exhibited a mean pre-test score of 5.8804 ( $SD = 1.11348$ ). In contrast, the experimental group, also comprising 46 participants, displayed a mean pre-test score of 5.9261 ( $SD = 1.08247$ ).

**Table 3.1. Descriptive Statistics of the CG and EG's Pre-test Scores**

|                       | N  | Range | Minimum | Maximum | Mean          | Std. Deviation | Variance |
|-----------------------|----|-------|---------|---------|---------------|----------------|----------|
| CG_Listening_Pre_Test | 46 | 4.00  | 4.00    | 8.00    | <b>5.8804</b> | 1.11348        | 1.240    |
| EG_Listening_Pre_Test | 46 | 4.20  | 3.80    | 8.00    | <b>5.9261</b> | 1.08247        | 1.172    |

Comparing the mean pre-test scores between the two groups. Table 3.1 shows that there is a trivial difference in the mean scores of the two group's listening pre-test. The mean score of the the CG (M=5.88, SD=1.11, n=46) is a little lower than the mean score of the EG (M=5.92, SD=1.08, n=46). Although there was a slight difference between the lowest and highest score of CG (Min=4.0, Max=8.0) and the EG (Min=3.8, Max=8.00), the score range of the two groups is the same with the range of 4.

The standard deviations for both groups are relatively close, with the experimental group having a value of 1.08247 and the control group showing a slightly higher standard deviation of 1.11348. This indicates a comparable level of variability or spread of scores around the mean within each group.

Examining the standard error of the mean, we observe relatively low values for both groups: 1.240 for the control group and 1.172 for the experimental group. The low standard errors signify a precise estimation of the sample means, suggesting that these means are likely to be close to the true population means.

Therefore, the control group started with a lowest average pre-test score compared to the experimental group. The standard deviations and standard errors indicate a reasonable level of variability and precision in estimating the population means for both groups.

The Independent Samples Test was conducted to compare the pre-test scores between the control and experimental groups in Table 3.2

**Table 3.2. Results of Independent Samples t-test for listening pre-test scores**

| Independent Samples Test |                             |   |             |                              |        |                 |                 |                       |  |
|--------------------------|-----------------------------|---|-------------|------------------------------|--------|-----------------|-----------------|-----------------------|--|
|                          |                             | Levene's Test for Equality of Variances |             | t-test for Equality of Means |        |                 |                 |                       |  |
|                          |                             | F                                       | Sig.        | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference<br>Lower Upper |
| Pretest                  | Equal variances assumed     | .020                                    | <b>.888</b> | <b>-.199</b>                 | 90.    | <b>.842</b>     | -.04565         | .22897                | - .50053 .40923  |
|                          | Equal variances not assumed |   |             | -.199                        | 89.928 | .842            | -.04565         | .22897                | - .50054 .40923  |

Levene's Test for Equality of Variances was initially performed to assess the assumption of equal variances, and the results showed that the assumption was met, with  $F(1, 90) = 0.20$  and  $p = 0.888$ .

Subsequently, a t-test for Equality of Means was performed assuming equal variances. The results indicated a marginally significant difference in the pre-test scores between the control group ( $M = 5.8804$ ,  $SD = 1.11348$ ) and the experimental group ( $M = 5.9261$ ,  $SD = 1.08247$ ),  $t(90) = -.199$ ,  $p = 0.842$ . The mean difference was  $-.04565$ , and the 95% confidence interval ranged from  $0.50053$  to  $0.40923$ .

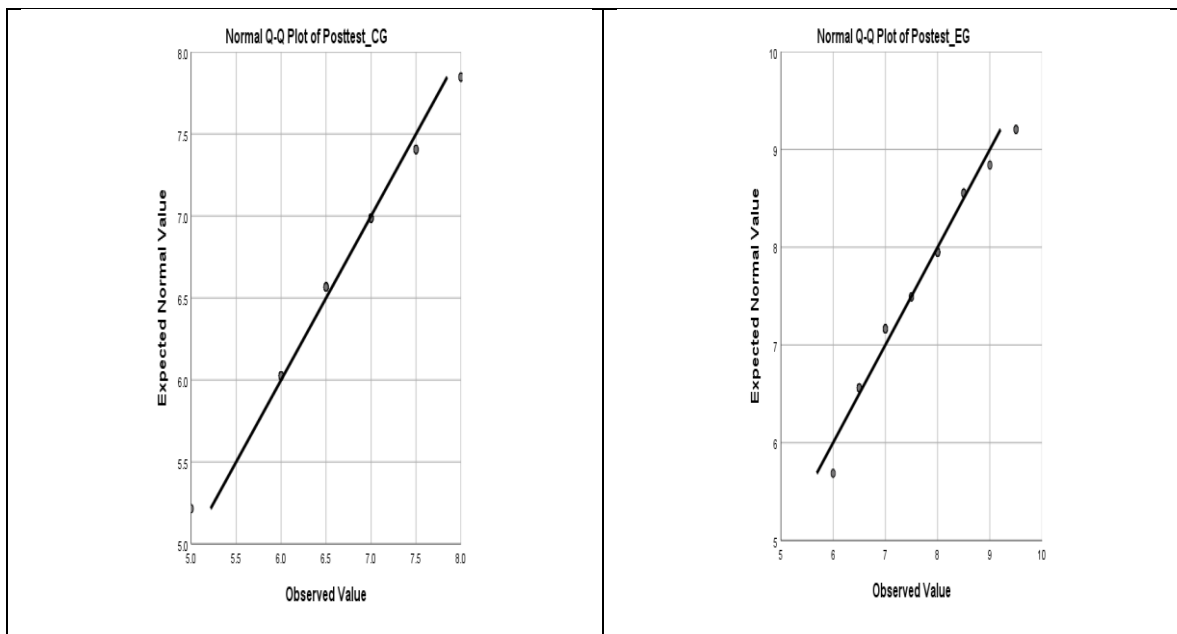
Additionally, a t-test assuming unequal variances was conducted, and the results were consistent with the equal variance assumption test. The t-value was  $-.199$ , and the p-value remained at  $0.842$ . The mean difference and the 95% confidence interval were the same as in the equal variances assumed case, with a mean difference of  $-.04565$  and a confidence interval from  $0.50054$  to  $0.40923$ .

So, Levene's test suggested that the assumption of equal variances was reasonable. The t-test results, whether assuming equal or unequal variances, indicated

a marginally significant difference in the pre-test scores between the control and experimental groups. The mean difference and confidence interval provide additional information about the magnitude and range of this difference.

### 3.1.1.2 Post-test

Similar to the pre-test assessment, a normality test was employed to analyze the distribution of post-test scores for both the CG and EG in Figure 3.2. The Q-Q Plot results indicated that the data from each group formed a straight line. Consequently, it was concluded that the post-test scores for both groups exhibit a normal distribution.



**Figure 3.4. Normal Q-Q plots for listening posttest results**

The mean score indicates the central tendency of the data. In the post-test, Table 3.3 showed that the "experimental" group had a higher mean post-test score (7.2565) compared to the "control" group (6.0630). This suggests that, on average, participants in the experimental group performed better in the post-test.

**Table 3.3. Descriptive Statistics of CG and EG's listening post-test scores**

|                        | N  | Range | Minimum | Maximum | Mean          | Std. Deviation | Variance |
|------------------------|----|-------|---------|---------|---------------|----------------|----------|
| CG_Listening_Post_Test | 46 | 4.30  | 4.00    | 8.30    | <b>6.0630</b> | .91757         | .842     |
| EG_Listening_Post_Test | 46 | 4.00  | 5.30    | 9.30    | <b>7.2565</b> | .89459         | .800     |

Table 3.3 shows that there is a noticeable difference in the CG and EG's post-test mean scores. The mean score of the EG ( $M=7.25$ ,  $SD=0.89$ ) is greater than the mean score of the CG ( $M=6.06$ ,  $SD=0.91$ ). The score range of the two groups was also not the same in that the score range of the CG is 4.3, but the score range of the EG is 4.0. Besides, the EG's minimum score is much higher than the CG's minimum score with  $MinCG=4.0$  and  $MinEG=5.3$ . Similarly, while the highest score of the CG was 8.3 ( $Max=8.3$ ), the highest score of the EG was 9.3 ( $Max=9.3$ ).

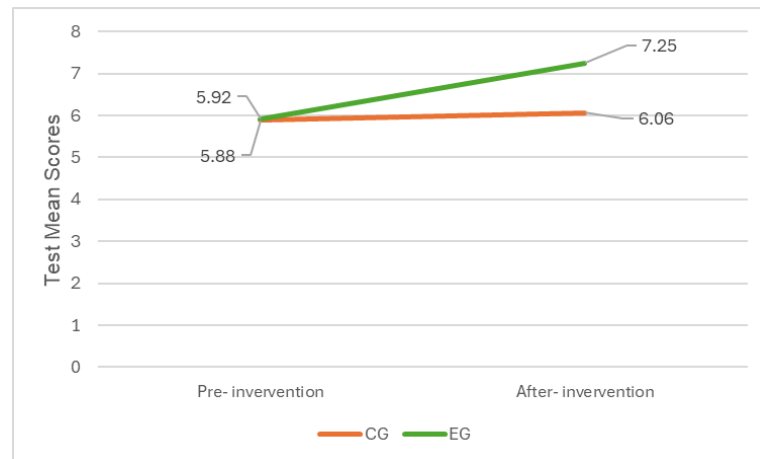
The independent samples t-test was carried out to discover the statistically significant difference between the post-test means scores of CG and EG.

The results in Table 3.4 below show that the variances are equal with  $Sig.=0.091 > 0.05$  and the  $Sig.$  (2-tailed) value of the t-test for equality of means is lower than 0.05 ( $Sig.$  (2-tailed) = 0.000). This means there is a statistically significant difference between the listening post-test scores of the participants in CG and EG after the intervention ( $t=-6.317$ ,  $df=90$ ,  $p=0.000 < 0.05$ ). Specifically, the listening abilities of EG ( $M=7.25$ ) were considerably higher than the ones of CG ( $M=6.06$ ).

**Table 3.4 Post-test Results of Independent Sample T-Test**

| Independent Samples Test |                             |   |             |                              |        |                 |                 |                       |   |         |
|--------------------------|-----------------------------|---|-------------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
|                          |                             | Levene's Test for Equality of Variances |             | t-test for Equality of Means |        |                 |                 |                       |   |         |
|                          |                             | F                                       | Sig.        | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
| Posttest                 | Equal variances assumed     | .091                                    | <b>.764</b> | -6.317                       | 90     | <b>.000</b>     | -1.19348        | .18895                | -1.56885                                  | -.81810 |
|                          | Equal variances not assumed |   |             | -6.317                       | 89.942 | .000            | -1.19348        | .18895                | -1.56886                                  | -.81810 |

Additionally, the difference in mean scores between CG and EG and the improvement of listening skills could be visually seen in Figure 3.3 below.



**Figure 3.3. Comparison of means of pre-test and post-test scores**

### 3.1.2 Result from questionnaire

#### 3.1.2.1 General Perceptions of Learning Experience with English Songs

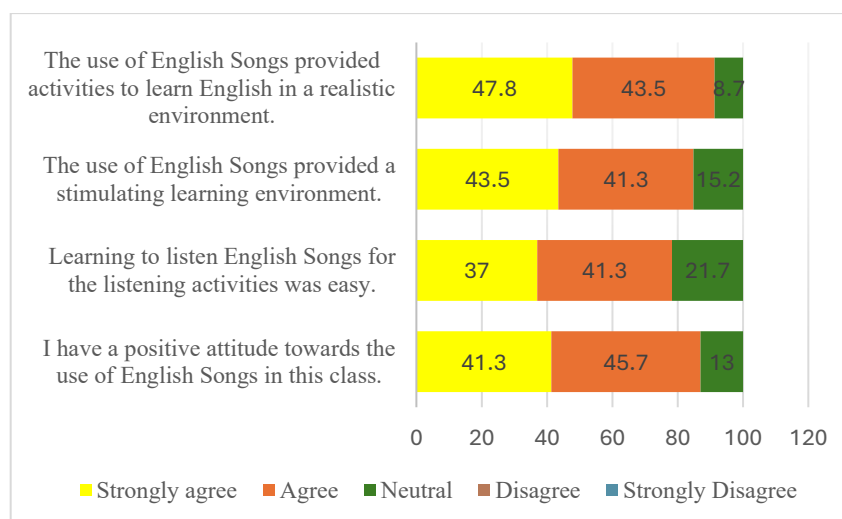
To assess the reliability of the items measuring general perceptions of learning experience with English songs, Cronbach's Alpha coefficient was computed. The internal reliability and the questionnaire are described in Table 3.5. The Cronbach's Alpha value for this construct was found to be 0.721, indicating a high level of internal consistency among the items.

**Table 3.5. Reliability of the questionnaire and construct**

| Reliability Statistics |  |            |
|------------------------|--|------------|
| Cronbach's Alpha       | Cronbach's Alpha Based on Standardized Items | N of Items |
| .721                   | .709   | 4          |

This suggests that the items within the general perception of using songs are reliably measuring the same underlying concept. A Cronbach's Alpha value above 0.7 is generally considered acceptable for research purposes, indicating that the items in this construct are sufficiently reliable for measuring respondents' attitudes toward using mind mapping. Therefore, the construct demonstrates good internal consistency, enhancing the validity and reliability of the questionnaire.

Moreover, the questionnaire was administered to the students after they completed the post-test. The researcher designed the questionnaire to gather information on the students' responses, motivation, and opinions . Figure 3.4 showed that most of the experimental students' groups had positive using songs to improve their listening skills.



**Figure 3.4. General perceptions of learning experience with English- Songs**

The table provided summarizes the results of a survey aimed at assessing learners' attitudes toward the use of songs to improve their listening skills. The analysis reveals a predominantly positive outlook among respondents.

The majority of respondents, with 47.8% strongly agreeing and 43.5% agreeing, claimed that the use of English Songs provided activities to learn English in a realistic environment.

Additionally, the participants found the use of English Songs provided a stimulating learning environment as 43.5% strongly agree, 41.3% agree.

Figure 3.4 shows that a majority of the participants considered learning to listen English Songs for the listening activities was easy with 37.0% strongly agree, 41.3% agree). 87.0% of the experimental group students had a positive attitude towards the use of English Songs in this course 41.3% strongly agree, 45.7% agree.



To sum up, the experimental group participants' general perceptions of the learning experience with English Songs were positive.

### 3.1.2.2 Students' Perception about Learning English through Songs

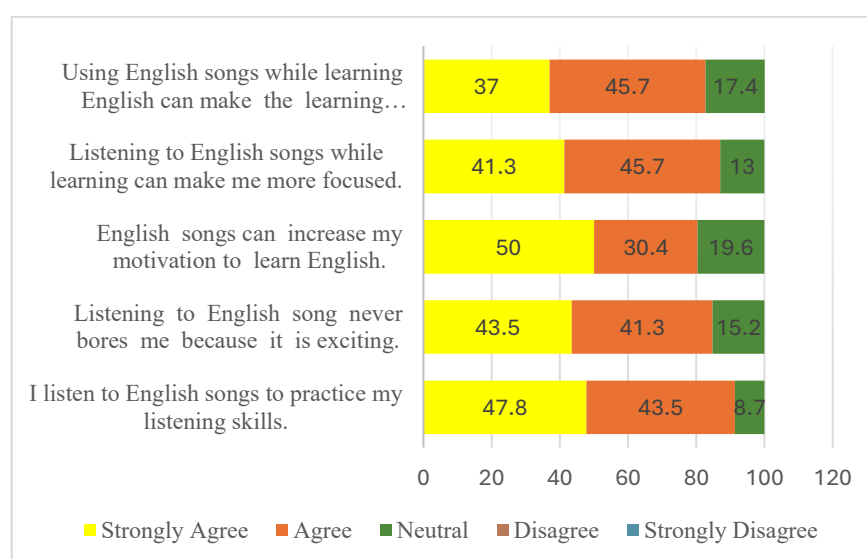
The reliability of the questionnaire and construct of the perception of the usefulness of songs were showed in Table 3.6

**Table 3.6 Reliability of construct and questionnaire**

| Reliability Statistics |  |            |
|------------------------|--|------------|
| Cronbach's Alpha       | Cronbach's Alpha Based on Standardized Items | N of Items |
| .798                   | .789   | 5          |

The Cronbach's Alpha value of 0.798 indicates moderate internal consistency among the items. While it meets the minimum threshold for acceptability, it suggests that there may be some variability in respondents' perceptions across the items.

Nevertheless, to show clearly the perception of students towards using songs, the purpose of this questionnaire was to gain a better understanding of the students' perspectives on the effectiveness of songs as a teaching tool for improving their listening skills. Figure 3.5 shows student's perception about learning English through songs.



**Figure 3.5 Students' Perception about Learning English through Songs**

Figure 3.5 demonstrated students' perceptions of learning English using English songs. The fifth statement, "Using English songs while learning English can make the learning atmosphere more relaxed," portrayed the support of English songs in learning. The data in figure 3.5 displayed that 0.0% of students chose strongly disagree and disagree, and 17.4% chose neutral. In contrast, 45.7% chose agree, and 37.0% chose strongly agree. From these results, it was evident that songs can make the learning atmosphere relaxing. This finding positively impacts students, so they will not be stressed while studying.

The sixth statement, "Listening to English songs while learning can make me more focused," exhibited the use of English songs in the learning process (45.7% agree, 41.3% strongly agree, 13.0% neutral). Therefore, from the data, it can be inferred that listening to English songs while studying can make students' minds become more apparent and focus on learning.

The seventh statement, "English songs can increase my motivation to learn English," presented another advantage of using English songs to increase motivation. The data showed that no students chose strongly disagree or chose disagree, and 19.6% chose neutral. In addition, 80.4% of students chose agree and strongly agree.

From these data, it seemed that English songs often listened to by students can increase their motivation to learn English.

The eighth statement, "Listening to English song never bores me because it is exciting," displayed one of the attractions of the song used in learning. Figure 3.5 showed that no students chose strongly disagree or disagree, and 15.2% chose neutral. On the other hand, 41.3% chose agree, and 43.5% chose strongly. The results showed that the song is exciting to use in learning, so it will not bore them.

The last statement in this dimension, "I listen to English songs to practice my English skills," dealt with students' experiences using songs to practice their English skills. The data showed that 0.0% chose strongly disagree or disagree, and 8.7% chose neutral. On the other hand, 43.5% chose agree, while the rest of the students (47.8%) strongly agreed. The results revealed that songs could help students to practice and develop their English skills.

### 3.1.2.3 Students' Perception on the Benefit of Using English Songs

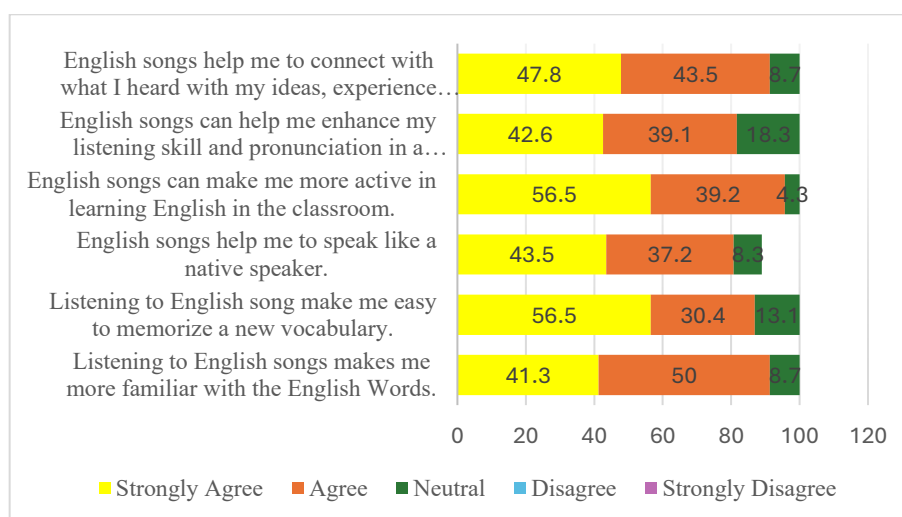
The reliability of the questionnaire and construct of student's perception on the benefit of using English songs were showed in Table 3.7.

**Table 3.7 Reliability of construct and questionnaire**

| Reliability Statistics |  |            |
|------------------------|--|------------|
| Cronbach's Alpha       | Cronbach's Alpha Based on Standardized Items | N of Items |
| .898                   | .879   | 6          |

The internal reliability and the questionnaire are described in Table 3.7. The Cronbach's Alpha value for this construct was found to be 0.898, indicating a high level of internal consistency among the items.

However, to clearly demonstrate the benefits of songs on students' perceptions, the researcher administered a series of questionnaires to better understand students' perspectives. The figure 3.6 show the student's perception on the benefit of using English songs



**Figure 3.6. Students' Perception on the Benefit of Using English Songs**

Figure 3.6 presented data on students' perceptions of the benefits of using songs in learning English. This dimension contains 6 item statements. Statement number thirteen dealt with the role of English songs on students' attitudes in the classroom, while the rest discussed the role of songs used in learning to support their English skills.

Tenth statement, "English songs help me to connect with what I heard with my ideas, experience and encourage interpretive and critical listening and reflective thinking". The data showed that still 0.0% chose strongly disagree, with each 8.7% of students chose to neutral. Contrariwise, almost all students (91.3%) agreed with this statement.

The eleventh statement, "English songs can help me enhance my listening skill and pronunciation in a fun way," discussed another use of English songs in improving students' English skills. The data showed that none chose strongly disagree or disagree, and 18.3 chose neutral. Besides, 39.1% chose to agree, and 42.6% chose

strongly agree. The data shows that students can improve their listening and pronunciation skills with joy by using English songs

The twelfth statement, "English songs can make me more active in learning English in the classroom," dealt with the role of songs in students' activity in the classroom. The data in figure 3.6 portrayed 0.0% who chose strongly disagree or disagree, and 4.3% chose neutral. On the other hand, most students chose to agree and strongly agree, with a total of 95.7%. The data implied that songs could make students more active in learning English in the classroom

The thirteenth statement, "English songs help me to speak like a native speaker," presented English songs to sharpen students' pronunciation. The data showed that 0.0% of students chose strongly disagree or disagree, and 8.3% chose neutral. Furthermore, there was an excellent agreement of 81.7% by students. From these results, it was clear that songs can help students to practice their pronunciation and speaking skills like the native speakers of the songs they listen to.

The fourteenth statement, "Listening to English song make me easy to memorize a new vocabulary," dealt with English songs for increasing students' vocabulary. The data revealed that 0.0% of students each chose strongly disagree, or disagree. Meanwhile, 30.4% of students decided to agree, and 56.5% chose strongly agree. The results of these data indicated that listening to English songs in learning can make it easier for students to remember new vocabularies they have heard. So, students' vocabulary bank can be enriched by listening to songs regularly.

The last statement in this dimension, "Listening to English songs makes me more familiar with the English words," showed the benefits of using English songs for word recognition. The data in figure 3.6 showed that none of the students chose strongly disagree or chose disagree, and 8.7% chose neutral. On the other hand, 50.0% chose agree, and 41.3% chose strongly agree. From the data, it could be assumed that listening to English songs can make the students more familiar with English words.

Based on questionnaire results, it appears that young English learners Movers from PopoDoo Smart English Center have a positive perception of using English songs as listening learning skills. The three dimensions used in the questionnaire show that students agree with the existing statements with a high percentage of agreement.

### **3.1.3 Result from interview**

In the process of studying the practical significance and effectiveness of implementing the method of practicing listening through English songs to improve students' listening skills at an English center, a series of interviews were conducted with four students in the experimental group. The purpose was to obtain the perceptions and impacts of using this method in the language learning program.

#### **3.1.3.1 Students' perceptions about learning English- songs in listening activities.**

Developing students' listening skills is an integral part of the curriculum. Listening activities are mainly conducted in language classes, but their frequency varies. Students have listening activities maybe two or three times a week. However, some students face challenges in listening. A student in EG expressed: *"Sometimes I feel that my listening ability is not good and I feel bored when listening."* (Student 4). Student 1 shared: *"I find it hard to concentrate, and I feel sleepy every time I listen."*

Interacting with students helps us understand directly their experiences with the English song listening method. Most students expressed positive feelings.

For example, student 1 expressed his opinion:

*"Before, I felt that listening was a boring part, but since learning to listen through songs, I find it really interesting."* (Student 1)

Similarly, another student said:

*"Learning through listening to music really helps me relax. It creates a positive learning space and helps me focus on my studies."* (Student 4)

Student 3 and 2 have the same opinion:

*“Listening to songs creates a fun atmosphere in class, making me feel more interested in listening, it is not boring anymore”.*

Furthermore, when asked about the impact of using English- songs on their listening skills, responses varied. Student 2 stated that:

*"Learning through songs helps me improve my listening ability quickly. I can hear sounds and words that I had difficulty with before".*

*“Of course, listening to English- songs helps me improve both my vocabulary and pronunciation. New words are often repeated many times, helping me remember them longer and I also learn natural pronunciation from the singer”. (Student 3)*

Student 4 stated:

*“when listening to songs, I not only learn new words but also see how to use words in real contexts. this helps me understand more clearly about their meaning and usage”. ( Student 4)*

Student 1 expressed her view:

*"Yes, listening and singing along to songs helps me improve my pronunciation. I learn natural stress and intonation from the singer, this is very useful when communicating.”*

In short, examining the perception of using English- songs in listening skill provides valuable insights into its efficacy and acceptance among students at PopoDoo Smart English Center. Through surveys, focus groups, and classroom observations, teachers can gauge students' attitudes, beliefs, and experiences regarding the use of English- songs as a listening teaching method. Understanding students' perceptions of this method can reveal their level of engagement, motivation, and satisfaction with this instructional approach. Additionally, exploring students' perceptions allows educators to identify any misconceptions or reservations about this method and address them accordingly. By fostering a positive perception of using

songs, educators can enhance its effectiveness as a teaching tool and promote its wider adoption in language learning contexts. Ultimately, a favorable perception of using English songs improved listening skill can contribute to a more engaging, interactive, and effective learning experience for students.

## **3.2 Discussion**

### *3.2.1 Research question 1: To what extent do English song-listening activities enhance students' listening ability?*

The discussion presented here elaborates on the research findings obtained from the assessment of students' listening skills. It was observed that the utilization of using English songs in listening skill not only aids students in skills but also serves as a motivating factor. This can be proof by the result of this research that evidence the most of students agree that this method can help them to improve students' ability in listening skill.

From the pretest and post-test scores, the students' listening scores of the post-test were better than the pretest. This is also demonstrated the positive impact of using english songs on developing students' listening skills.

Before the treatment, the students in both groups CG and EG were considered to have the same or equal listening abilities. In particular, the mean score of the CG (M=5.88) is a little lower than the mean score of the EG (M=5.92) (Table 3.5) with the p-value being  $0.842 > 0.05$  (Table 3.6).

However, after the intervention, the students in the EG performed better than the students in the CG in the post-test. The post-test mean score of the EG (M=7.25) is much greater than the mean score of the CG (M=6.06) with the Sig. (2-tailed) value is lower than 0.05 (Sig. (2-tailed) = 0.000).

In addition, the CG's mean scores of the pre-test (M=5.88) and the post-test (M=6.06) (Table 3.5) are not statistically significant with Sig. (2-tailed) =  $0.842 > 0.05$  (Table 3.6). The CG students' listening abilities are considered not to change much at



the end of the course. Nevertheless, with the statistically significant mean score of  $M_{pre-test}=5.92$ ,  $M_{post-test}=7.25$  (Table 3.3), and the Sig. (2-tailed)  $=0.000 < 0.05$  (Table 3.8), the EG students' listening abilities considerably change at the end of the course and after the intervention of learning English- songs in listening activities.

From there, the test results have provided the answer to the first research question: "To what extent do English songs- listening activities enhance students' listening ability?". The listening post-test results show that the students listening skills of listening for details, listening for main ideas, listening and inferring, listening and predicting, listening selectively, and listening for global understanding were better compared to those in the listening pre-test.

### *3.2.2 Research question 2: What are young English learners at PopoDoo English Smart Center's perceptions of the use English song activities in listening practice?*

Based on the collected data from the questionnaire and the interviews, it can be concluded that the experimented students had positive attitudes towards English songs and the application of this method in listening activities.

The participants' general perceptions about English- songs and their learning experiences were positive. The majority of the students had positive attitudes toward the learning of English songs in the classroom and agreed that it provided learners with a realistic and stimulating learning environment. Response analysis of qualitative data also showed that students positively perceive the use of songs in learning listening and faced challenges using the media. Regarding media usage preferences, most of the students use English songs to be listened to and improve their English skills. This is supported by the students' assumption that English songs never bore them. One of the students said that English songs are enjoyable to listen to because the lyrics and tones in the songs never bore them. Simple language and repetition in the song also make the songs more exciting (Dzanic & Pejic, 2016). This encourages students to listen to the English songs and take advantage of them

quite often since the song is an inseparable part of human life. Another aspect that also supports the excellence of the song is motivation. Motivation is essential to make students interested and enthusiastic in learning; it can be found by using songs as media of learning (Vibulphol, 2016). Furthermore, most of the students agree that English songs can make learning more relaxed. It is following Pratiwi (2018) that the song's melody and rhythm can also make the classroom atmosphere more comfortable and harmonious so that the anxiety experienced by students can be reduced. English songs in the classroom are not only used as learning media. There are various considerations, one of which is the accessibility of media that can ultimately support learning listening inside and outside the classroom. According to Simamora & Oktaviani (2020), many media can be used to hone listening skills, one of which is songs. From quantitative data, some students agree that English songs are suitable media for listening learning because they can access them anywhere and anytime.

Using English songs in learning listening improves not only listening skills and other English skills and elements. According to Razak & Yunus (2016), by using songs as learning media, students can improve language skills, such as listening, speaking, pronunciation, vocabulary, and grammar. Usually, when students listen to a song, they will sing the lyrics of the song simultaneously. This will indirectly encourage students to pronounce English words like the singer does, which can eventually affect students' confidence in speaking. In addition, based on qualitative data analysis, English songs can help improve students' understanding of grammar and vocabulary; it can make them understand tenses and their use in everyday conversation.

In the same way, songs can also help students to develop vocabulary knowledge. Most students agree that English songs make remembering new vocabularies easier. Moreover, English songs can make students learn various new vocabularies that they did not know before. Vocabulary is as vital as any other element

because, with the help of rich vocabulary, students can receive information well and express the ideas that are in their minds.

Although the use of English songs has received many positive responses from students, they face several challenges in using it. Based on the results of the interviews, students found it difficult to listen to singers who used certain accents. Students who are not used to hearing accents from native speakers have to take a long time to recognize the words spoken by the singer. The unclear pronunciation in some songs can also make it difficult for them to hear clearly what the singer is saying.

Although there are some problems and disadvantages, some students are expected to have more listening activities through English songs and songs with different levels of difficulty for them to try. In addition, the students tested showed positive behavioral trends. Compared with the usual listening exercises, most of the participants prefer to do listening activities through music. They also admitted that they would use this method to continue practicing listening skills after the course and they would recommend this method to others.

### **3.3 Chapter summary**

In this chapter, the results from the tests (pre-test and post-test), questionnaire, and interview were described, analyzed, and presented in response to the research questions. The findings of the study were then interpreted and discussed to response to the research questions. It can be concluded that the learning through English songs had a positive impact on the students' listening skills and the experimented participants had positive perceptions about the learning experience with this method. The conclusion of the research is presented in the next chapter.

## CONCLUSION AND RECOMMENDATION

### Conclusion

The study was designed to explore the impact of English songs on the listening skills of Young English Learner at PopoDoo Smart English Center. Specifically, the researcher investigated the impact of English songs on students' listening skills, as well as students' perceptions of using this method in listening activities. The participants were 92 students divided into two groups, a control group of 46 students and an experimental group of 46 students.

In order to meet the study's purposes, the dependent variables were measured using pre-test, post-test, questionnaire, and interview. First, the two tests were used to examine students' listening abilities before and after the intervention to measure the treatment's impacts. Then, participants' perceptions of the treatment were explored via a questionnaire. In addition, to investigate students' deeper and more sufficient perceptions, the semi-structured interview was utilized. The data of the pre-test, post-test, and questionnaire were collected and analyzed using the SPSS program (version 26). The findings, which were discussed according to the objectives of the two research questions previously raised in introduction part, were briefly concluded as follows:

*Research question 1: To what extent do English song-listening activities enhance students' listening ability?*

The results of the pre-tests and post-tests indicated that the participants' listening abilities enhanced considerably after the treatment. This improvement is the impact of using English songs for listening activities during the course.

*Research question 2: What are young English learners at PopoDoo English Smart Center's perceptions of the use English song activities in listening practice?*

Regardless of the problems, the results of the questionnaire and interview revealed that most students had positive perception of learning english songs in teaching and learning listening in the classroom.

### **Limitation**

Despite the fact that English songs had positive impacts on students' listening skills, it still has several limitations which can be solved in further research.

Firstly, the limitation of the sample size in this current research is considered not large enough. As a result, it is insufficient to fulfill the demand of generalizing the research findings of integrating the learning english songs into the English language subject to help foster students' listening skills during English language learning in other situations. As mentioned previously, there were only 92 subjects who took part in the study with 46 participants in the experimental group because the researcher was in charge of four classes at Center. On the condition that the sample size was bigger with more participants, the research results would be more reliable and closer to reality.

Secondly, the treatment was conducted in a limited time frame of ten weeks i.e., twenty sessions. This is considered to be relatively short to result in sufficient and significant findings.

### **Recommendations for further research**

Songs can be a powerful tool for improving listening comprehension for both teachers and students.

For teachers, incorporating music into the classroom can create an engaging and dynamic learning environment. They can select songs that align with the curriculum and encourage students to analyze lyrics, identify themes, and discuss cultural contexts, which enhances their critical thinking skills. Additionally, teachers might use activities such as fill-in-the-blank exercises or lyric interpretation discussions to foster active listening.

For students, listening to songs in the target language can help them become familiar with pronunciation, rhythm, and colloquial expressions. They should be encouraged to listen actively, perhaps by focusing on specific vocabulary or phrases, and to sing along to reinforce their understanding. Furthermore, creating playlists of diverse genres can cater to different interests, making the learning process enjoyable. By integrating songs into their study routines, students can develop a deeper appreciation for the language and improve their listening skills in a fun and memorable way.

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## APPENDIX A

### LISTENING TEST (PRE-TEST)

#### PART 1 – 5 QUESTIONS

Listen and draw lines. There is one example.

*Sally*

*Harry*

*Jane*



William

David

Sarah

Richard

## PART 2 – 5 QUESTIONS

*Listen and write. There is one example.*



### **The Space Club**

Meetings at: 6.30 pm ..... on Tuesdays

1 Children learn about: the .....

2 Sometimes they look at: the .....

3 Children should bring: a .....

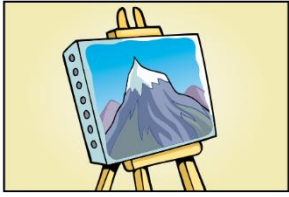
4 If it's cloudy, children  
watch: .....

5 Person who sometimes  
talks to club: Mr .....

PART 3 – 5 QUESTIONS

*Where did Uncle Robert get each of these things?*

*Listen and write a letter in each box. There is one example.*



Painting

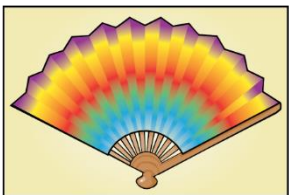
**E**



Drums



Swan



Fan



Chocolates



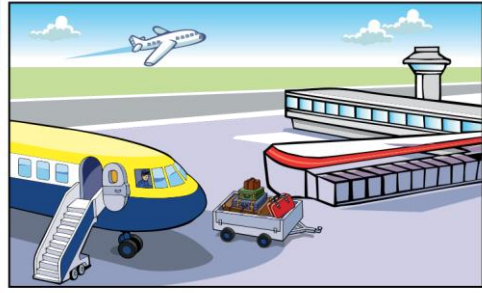
Gloves







**A**



**B**



**C**



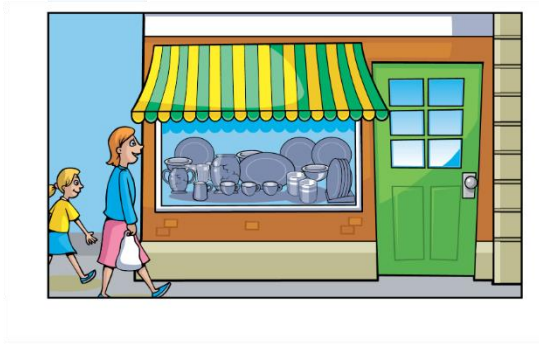
**D**



**E**



**F**



**G**



**H**

PART 4 – 5 QUESTIONS

*Listen and tick (✓) the box. There is one example.*

What was Grandma's favourite job?



**A** ☒



**B** ☐

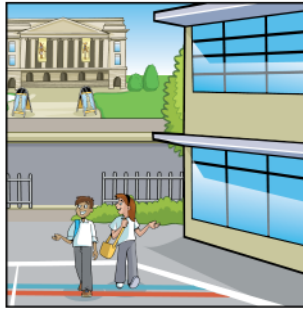


**C** ☐

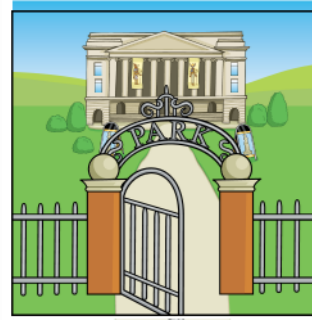
1. Which museum is Jack's grandma going to work in?



A ☐



B ☐



C ☐

2. What does Jack enjoy doing most in museums?



A ☐

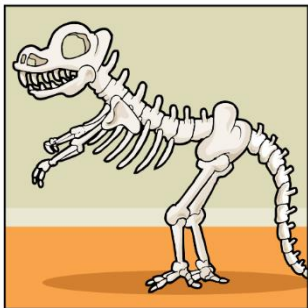


B ☐



C ☐

3. What is the most interesting thing in the museum?



A ☐

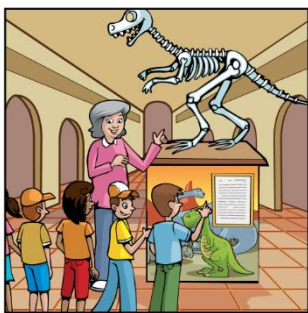


B ☐



C ☐

4. What is Jack's grandma going to do in the museum?



A ☐



B ☐

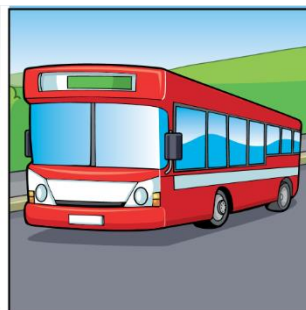


C ☐

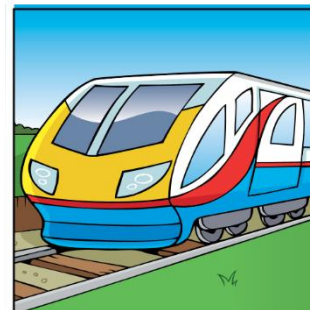
5. How will Jack's grandma get to work?



A ☐



B ☐

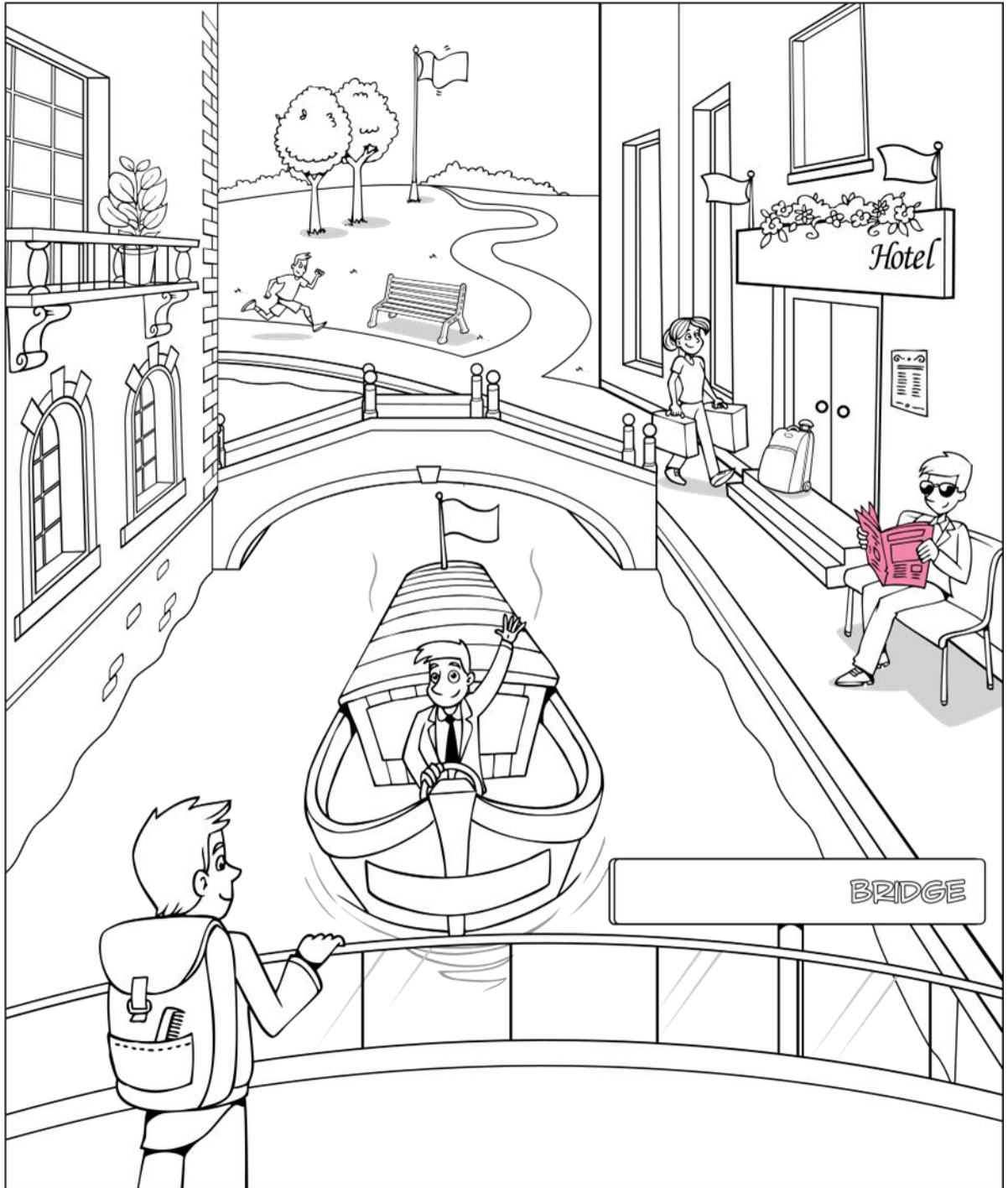


C ☐

### ***PART 5 – 5 QUESTIONS***

*Listen and colour and write. There is one example.*





-- THE END--

## APPENDIX B

### LISTENING (POST- TEST)

#### PART 1 – 5 QUESTIONS

David

Sophia

Emma

Jack



William

Daisy

Oliver

## PART 2 – 5 QUESTIONS

**Listen and write. There is one example.**



**Dad, NEW HOMES office phoned today...**

About a: ..... house .....

1 Address: 12 ..... Street

2 It's near the: .....

3 Smaller bathroom is: .....

4 Garden has: a .....

5 There's a music room in: the .....

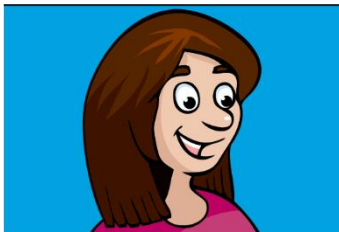
PART 3 – 5 QUESTIONS

**Which picture did each person paint?**

**Listen and write a letter in each box. There is one example.**



Mr Green     **B**



Mrs Hill



Mr Bridges



Mrs Cook



Mrs West





A



B



C



D



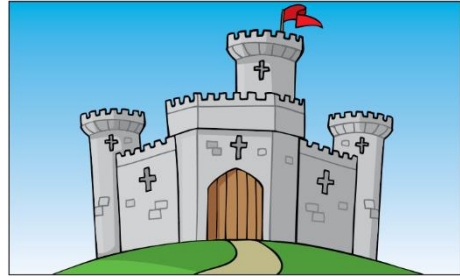
E



F



**G**



**H**

# PART 4 – 5 QUESTIONS

**Listen and tick (✓) the box. There is one example.**

What is Frank doing?



**A** ☒



**B** ☐



**C** ☐

1. Which shirt does Frank want to take on holiday?



**A** ☐



**B** ☐

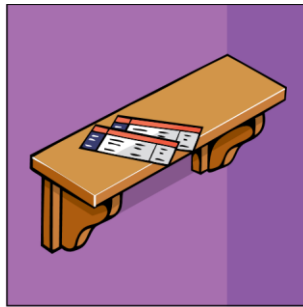


**C** ☐

2. Where are the tickets?



A ☐

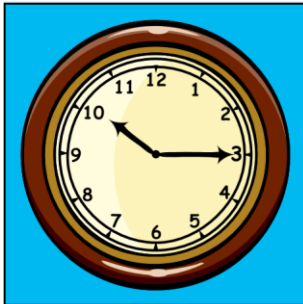


B ☐

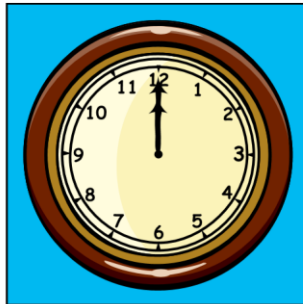


C ☐

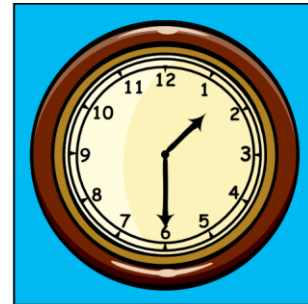
3. What time do they have to arrive at the airport?



A ☐



B ☐



C ☐

4. Who is going to look after their pets?



A ☐



B ☐



C ☐

5. Where are they going to have lunch?



A



B



C

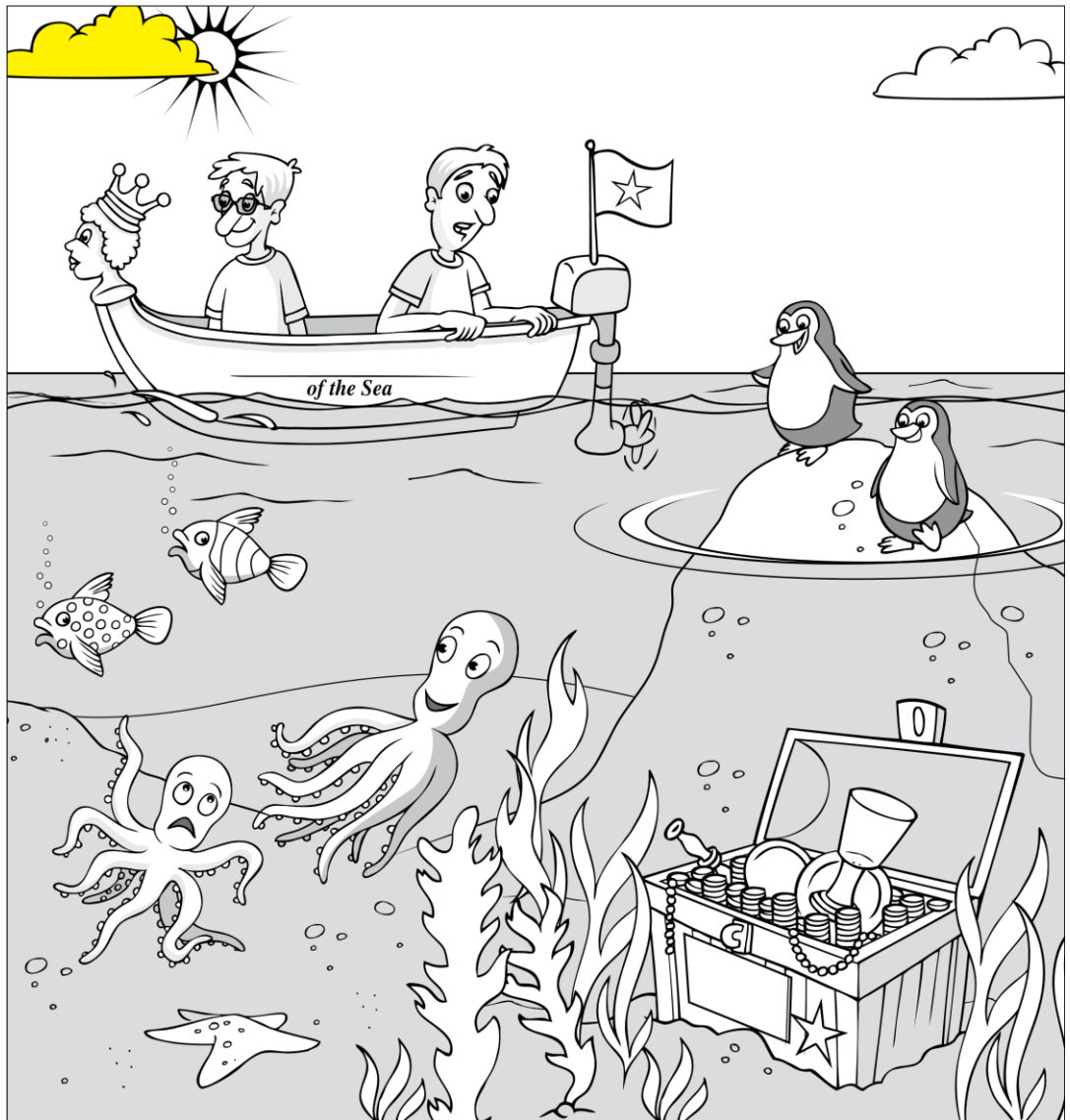
## PART 5

Listen and color and write. There is one example

## Part 5

– 5 questions –

**Listen and colour and write. There is one example.**



-- THE END--

## **APPENDIX C**

### **QUESTIONNAIRE ( ENGLISH VERSION)**

#### **TOPIC: THE IMPACT OF SONGS ON LISTENING COMPREHENSION ABILITY FOR YOUNG ENGLISH LEARNERS AT POPODOO SMART ENGLISH CENTER OF BINH THUAN**

Dear participants,

In the purpose of collecting information for the research about the impact of songs on listening comprehension ability for young English learners at PopoDoo smart English , the researcher hopes to receive your cooperation to answer these following questions. This form aims to conduct the survey. All of your information will be kept secretly

Thank you for your contribution!

#### **Part 1: Demographics**

**Please answer the following question about your personal information.**

1. What is your age? .....
2. What is your gender? Male..... Female.....

#### **Part 2: Perceptions towards the use of Edpuzzle**

**Section 1: To what extent do you agree with the following statements?**

**Please choose the appropriate number.**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| <b>General perceptions of learning listening with English songs</b>                          |   |   |   |   |   |
| 1. The use of English Songs provided activities to learn English in a realistic environment. |   |   |   |   |   |
| 2. The use of English Songs provided a stimulating learning environment.                     |   |   |   |   |   |
| 3. Learning to listen English Songs for the listening activities was easy.                   |   |   |   |   |   |
| 4. I have a positive attitude towards the use of English Songs in this class.                |   |   |   |   |   |
| <b>Students' Perception about Learning English through Songs</b>                             |   |   |   |   |   |
| 5. I listen to English songs to practice my listening skills.                                |   |   |   |   |   |
| 6. Listening to English song never bores me because it is exciting.                          |   |   |   |   |   |
| 7. English songs can increase my motivation to learn English.                                |   |   |   |   |   |
| 8. Listening to English songs while learning can make me more focused.                       |   |   |   |   |   |
| 9. Using English songs while learning English can make the learning atmosphere more relaxed. |   |   |   |   |   |
| <b>Students' Perception on the Benefit of Using English Songs</b>                            |   |   |   |   |   |
| 10. Listening to English songs makes me more familiar with the English Words.                |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 11. Listening to English song make me easy to memorize a new vocabulary.  |  |  |  |  |  |
| 12. English songs help me to speak like a native speaker.   |  |  |  |  |  |
| 13. English songs can make me more active in learning English in the classroom.   |  |  |  |  |  |
| 14. English songs can help me enhance my listening skill and pronunciation in a fun way.  |  |  |  |  |  |
| 15. English songs help me to connect with what I heard with my ideas, experience and encourage interpretive and critical listening and reflective thinking. |  |  |  |  |  |



## **APPENDIX D**

### **QUESTIONNAIRE (VIETNAMESE VERSION)**

#### **BẢNG CÂU HỎI KHẢO SÁT**

#### **CHỦ ĐỀ: TÁC ĐỘNG CỦA BÀI HÁT ĐẾN KHẢ NĂNG NGHE HIỂU CỦA TRẺ EM HỌC TIẾNG ANH TẠI TRUNG TÂM ANH NGỮ THÔNG MINH POPODOO BÌNH THUẬN**

Các bạn sinh viên thân mến,

Với mục đích thu thập thông tin phục vụ cho mục đích nghiên cứu về tác động của bài hát đến khả năng nghe hiểu của trẻ em học tiếng Anh tại Trung tâm Anh ngữ thông minh PopoDoo Bình Thuận, tác giả mong muốn nhận được sự hợp tác của các bạn để trả lời các câu hỏi sau. Phiếu khảo sát này nhằm mục đích thực hiện khảo sát. Mọi thông tin của các bạn sẽ được giữ bí mật

Cảm ơn các bạn đã đóng góp!

#### **Phần 1: Thông tin cá nhân**

Vui lòng trả lời các câu hỏi sau về thông tin cá nhân của người tham gia khảo sát.

1. Bạn bao nhiêu tuổi? .....
2. Giới tính của bạn là gì? Nam..... Nữ.....

#### **Phần 2: Cảm nhận về học nghe qua bài hát Tiếng anh**

Bạn đồng ý với các câu dưới đây ở mức độ nào? Vui lòng chọn số tương ứng như sau:

- 1 = Hoàn toàn không đồng ý
- 2 = Không đồng ý
- 3 = Bình thường

4 = Đồng ý

5 = Hoàn toàn đồng ý

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <b>Cảm nhận chung về việc học nghe qua bài hát Tiếng Anh</b>  |   |   |   |   |   |
| 1. Việc sử dụng các bài hát tiếng Anh cung cấp các hoạt động để học tiếng Anh trong một môi trường thực tế. |   |   |   |   |   |
| 2. Bài hát Tiếng anh cung cấp một môi trường học tập thú vị.  |   |   |   |   |   |
| 3. Học tập qua bài hát Tiếng Anh cho hoạt động nghe dễ dàng.  |   |   |   |   |   |
| 4. Tôi có thái độ tích cực về việc học nghe qua bài hát.  |   |   |   |   |   |
| <b>Thái độ về việc thực hành nghe qua bài hát Tiếng Anh</b>   |   |   |   |   |   |
| 5. Tôi luyện nghe qua bài hát để cải thiện kỹ năng nghe của mình.   |   |   |   |   |   |
| 6. Học nghe qua bài hát thật sự thú vị.   |   |   |   |   |   |
| 7. Bài hát tiếng anh có thể giúp tôi tăng nguồn cảm hứng khi học nghe.                                      |   |   |   |   |   |
| 8. Nghe qua bài hát giúp tôi tập trung hơn.   |   |   |   |   |   |
| 9. Việc học nghe qua bài hát giúp không khí lớp học trở nên bớt căng thẳng.                                 |   |   |   |   |   |

| <b>Nhận thức về lợi ích của việc học nghe qua bài hát Tiếng Anh</b>  |  |  |  |  |  |
|--|--|--|--|--|--|
| 10. Nghe các bài hát tiếng Anh giúp tôi quen thuộc hơn với các từ tiếng Anh.   |  |  |  |  |  |
| 11. Nghe các bài hát tiếng Anh giúp tôi dễ nhớ những từ vựng mới.  |  |  |  |  |  |
| 12. Các bài hát tiếng Anh giúp phát âm như người bản xứ.   |  |  |  |  |  |
| 13. Các bài hát tiếng Anh có thể giúp tôi chủ động hơn trong việc học tiếng Anh trên lớp.  |  |  |  |  |  |
| 14. Các bài hát tiếng Anh có thể giúp tôi nâng cao kỹ năng nghe và phát âm theo cách thú vị.   |  |  |  |  |  |
| 15. Các bài hát tiếng Anh giúp tôi kết nối những gì tôi nghe được với ý tưởng, kinh nghiệm của mình và khuyến khích khả năng lắng nghe có tính diễn giải, phản biện và tư duy phản biện. |  |  |  |  |  |

-- Cảm ơn vì đã hợp tác--

## **APPENDIX E**

### **INTERVIEW QUESTIONS**

#### **(ENGLISH VERSION)**

1. What's your opinion about the learning of English songs in listening activities?
2. How can this method help you in improving your listening ability?
3. Do you enjoy using English- songs method in listening?

