Development of Listening Skill by English Song

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Abstract

The purpose of this article is to present the development of listening skill by English song. The influence of listening English song to improve listening skill, especially in the listening class. What influence that embossed by listening English song also will explain in this article. Through the qualitative method, the data gathered showed that listening English song can improve listening skill. Listening skill is one of skill in the English language that should be mastered. People who learn the English language should master the listening skill. To improve listening skill, people can exercise through listening English song because listening English song has the benefit to improve listening skill.

Keywords: Listening skill; English song

Introduction

Language is an important means of communication. It also has a crucial role in the development of human intellectuality, social and emotion. One of the languages that are widely used in this global era is English. It is used in the airports, books, computers, drug packages, food packages and so on. It also functions as a lingua franca; language that is used by people who speak different native languages. Harmer (2001: 1) defines a lingua franca as a language that is used for communication between two speakers who have different native languages and both or one of them use English as the second language. Since a lingua franca is a language used in communication among people from different countries who have different native languages, English has an important role in building up and maintaining a smooth communication as well as a good relationship among those people. It helps people from different countries to work together, do businesses, study abroad, build careers and many else. In this era, people need English to survive, to participate and to access information. Due to its importance, the English teaching becomes popular in most countries in the world, including Thailand.

Due to its important role as stated above, Indonesia includes English in the national education system and includes it as one of the tested subjects in the national examination. It becomes a compulsory subject in junior high and senior high schools. The English teaching and learning are formulated in the national curriculum, the School-Based Curriculum, also known as KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan). This curriculum is the development of the

previous curriculum known as the Competence-Based Curriculum (KBK 2004). The School-Based Curriculum states that at the end of the course the students of senior high schools are expected to gain competence to communicate both written and spoken in the real life communication. Specifically, the goal of the English teaching and learning in senior high schools is the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery.

Based on the two curricula (the School-Based Curriculum and the Competency Based Curriculum), the English teaching is divided into two cycles i.e., oral cycle and written cycle. The oral cycle refers to listening and speaking skills, while the written cycle refers to reading and writing skills. Among those four skills, listening takes the biggest part in communication. Goh (2002: 1) claims that in everyday communication, listening takes up 50% of total communication time and is the main channel in a classroom, at work and at home. It makes listening comprehension important for people studies, businesses, careers and personal relationships. In addition, listening is assuming greater and greater importance in a foreign language classroom because it has a significant position in building up students' English proficiency (Nunan, 1997: 1). In accordance with Nunan, Lou and Qi (2005: 14) states that listening ability is the basis for acquiring comprehensible input for the follow-up speaking out-put.

The teachers need to conduct an interesting and enjoyable teaching learning process which is able to break students' boredom. Because listening is widely perceived as a difficult task by many students, it provokes a high degree of anxiety. There is a great need for low anxiety listening tasks that increase students' confidence and prospects for success. The teachers need to use media and authentic materials which can make the students enjoy and encourage them to get involved in the teaching learning process. Goh (2002: 43) claims that authentic materials are interesting and motivating because they are relevant to students' lives and work. In accordance with that, Tomlinson (1998: 13) explains that ideal materials for an English learning should provide exposure to authentic input.

Songs, which can function as the authentic materials and media at the same time, are the right choice. Songs can be easily found in everyday life. There are many radios and TV channels which play songs every day. Songs provide examples of the real use of English such as rhythm, intonation, diction, and pronunciation. Besides, Lo and Li (1998: 8) state that learning English through songs also provides a non-threatening situation for students.

Songs which are originally composed by their writer for entertainment purposes will provide refreshment and learning at the same time. The relaxing and comfortable situation will make students learn better because it will reduce the tension the students usually feel while learning and trying to speak English.

1. Nature of Listening Skill

Listening is one of important skills in communication which requires listeners to actively process what they hear including the sounds, words, grammatical structures, stress, intonation, and background knowledge at the same time. McDonough and Shaw (2003: 117) cite Vandergrift (1999) who claims listening as a complex and active process in which the listener must determine between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within immediate as well as the larger socio-cultural context of the utterance. Concerning the term listening, Carter and Nunan (2001: 7) quote Rost who states that the term listening is used in language teaching to refer to a complex process that allows listeners to understand a spoken language. Listening is the most widely used language skills. It takes up 50% of total communication time and is the main channel in classroom, at work and at home (Goh, 2002: 1). It is clear that in order to be successful, sufficient listening skills are required.

In a language classroom, listening is a crucial means of acquiring the target language. Rost (1994) in Richards and Renandya (2002: 239) mentions that listening has important roles in a language classroom because it provides input for the students. It provides students a perfect opportunity to hear different varieties and accents other than teachers' and also enables students to acquire good speaking habits as a result of spoken English they absorb (Harmer, 2001: 228). He adds that students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials and procedures.

Extensive listening usually takes place outside the classroom such as in students' homes, cars or radios. Exposure of spoken English outside the classroom is important for the students in order to understand English in everyday oral communication (Goh, 2002: 43). Besides, the materials can be found from a number of sources outside the classroom either simplified materials or authentic materials. Harmer (1998: 98) also states that material for listening can be in the form of advertisements, news broadcasts, songs, speeches, and telephone conversations. In contrast, intensive listening usually takes place inside the classroom. It aims at allowing the students to develop their bottom-up processing skills. The materials can be in the form of live listening of story-telling, interviews or conversations, and taped materials (Harmer, 2001: 229).

Furthermore, Richards (2008: 3) explains that as comprehension, listening in second language functions to facilitate the understanding of the spoken discourses. There are two different processes that can be used in understanding spoken discourses. As stated by Nunan (1989: 25), Celce-Murcia (2001: 74), Nunan & Carter (2001: 239), Richards and Renandya (2002: 239),and Goh (2002: 5-6) the two processes are bottom-up processing and top-down processing. In bottom-up processing, grammatical competence is the basis. The listeners have to pay close attention to every detail of the spoken language being listened to. In this process, students work on the incoming message by decoding sounds, words, clauses and sentences (Nunan, 1989: 25). In accordance with Nunan, Richards and Renandya (2002: 239) claim that in bottom-

up processing, listening is perceived as a process of decoding the sounds the listeners hear from the smallest meaningful unit (phonemes) to complete texts. On the other hand, top-down processing refers to the application of background knowledge to facilitate comprehension (Goh 2002: 6). Here, the listeners utilize their prior knowledge and expectation to create "meanings". Both bottom-up and top-down processing are important in comprehending a spoken language.

2. Components of Listening Skills

Related to listening skills, McDonough and Shaw (2003: 120) propose three components of listening processing mechanism. They are:

1) Processing Sounds

The full understanding of spoken language cannot come from the sound sources only but also with the help of some "processing sounds". It requires the other processes as the following:

a) segmenting the stream of sound and recognize word boundaries,

b) recognizing constructed forms,

c) recognizing the vocabulary being used,

d) recognizing sentence and clause boundaries in speech,

e) recognizing stress patterns and speech rhythm,

f) recognizing stress on longer words and the effect of the rest of the words,

g) recognizing the significant language-related features (paralinguistic), and

h) recognizing changes in pitch, tone and speed of delivery.

2) Processing Meanings

In processing meanings, the listeners have to be able to do the following:

a) organizing the incoming speech into meaningful sections,

b) identifying redundant materials,

c) thinking ahead and using language data to anticipate what the speaker may be going to say,

d) storing information in the memory and knowing how to retrieve it later by organizing meaning as effective as possible and avoiding too much attention to immediate detail.

3) Context and Knowledge

In this stage, listeners have to use their background knowledge to make interpretations of what is being heard because most statements are taken out of context and open to many interpretations.

Additionally, White (1998: 8) in McDonogh and Shaw (2003: 123) lists five subskills involved in listening skills, as the following:

1) Perceptive skills which involve the skills to perceive and process what the listeners listen to.

2) Language skills which include the grammatical skills.

3) Knowledge of the world which is important in building up the background knowledge of what the listeners listen to.

4) Dealing with information

5) Interacting with a speaker which involve giving comments or responds to the speakers.

In short, in processing a spoken language, good listeners need to be able to use a combination of the sub-skills simultaneously.

3. Songs

Music and songs have a close relationship. A song usually consists of lyrics accompanied by music. Lyrics are musical sounds representation in the form of words which are built into clauses, sentences (lines) and paragraphs (stanzas). The term music refers to a combination of rhythmical and harmonic sounds. Music is a combination of sounds that is pleasing and exciting to listen to (Oxford Dictionary, 2000: 873). According to Purwanto (1999: 11), music is an art and science of making pleasing combinations of sounds in rhythmical and harmonic combinations. These combinations of sounds are composed in a united and continuous smooth composition which are written or printed in the form of letters and symbols. Additionally, Shaw (1972) defines a song as a short metrical composition intended for singing which is usually accompanied by musical instruments which perfect and beautify its performance. In accordance with Shaw, Munuhin & David (1997: 7) call a song as the combination of music and speech into a single expression.

A single expression of a song has a unique power to convey feelings of great excitement or almost unbearable poignancy. The touch of musical instruments makes a song more enjoyable than any other of popular literatures. In its form of a written text, a song has a similar form with a poem. It has stanzas and each of it has some lines. In short, a song is a short musical composition made up of mutually dependent words and music which together produce a unique aesthetic response. Robinson et al. (1991: 210) divide music into three main genres; pop, rock, and afro-American music. Those genres are divided into some subgenres.

Table 1: Music Genres

Genres	Subgenres/descriptors
Afro-American	Soul, rhythm and blues, funk, rap, gospel, ragtime, blues, progressive blues, and Motown.
Latin-American	Reggae, ska, calypso, salsa, mariachi, marengu, cumbia, marimba, cross over reggae.
Classic	Classical, neoclassical.
Pop	Country, pop, swing-big band, pops ballad, disco, romances.
Rock	Heavy metal, metal, punk, new wave, rock, hard rock.
Jazz	Jazz, jazz improvisation, jazz latin.
African	Neo-africa, ekassa, traditional African.
Folk	Celtic, British folk, religious, political protest.
Miscellaneous	Rubato, opera, instrumental melodis.

3.1 Songs in an English Teaching Learning Process

Music and songs are a part of humans" life in every country and every culture. Since a child was born the mother has sung a lullaby for the child. Songs are everywhere and familiar to human. Salcedo (2002: 1) claims that all cultures in this world have music. In accordance, Shen (2009) states that songs have been an amusing companion for human beings for long time. Music and songs effect and work on all levels of human development, including social, emotional, physical, and cognitive. It is also highly memorable because a song creates a state of relaxed receptivity.

Dealing with English teaching and learning, songs are highly available authentic materials which are able to enhance students' motivation and learning at the same time. Murphy (1990) in Lopera (2003: 138) explains that English language music was readily available in most EFL environments and extensively listened by youth. Recently, throughout the world, English is encountered more often in music than on the printed page (Crystal 1997 in Lopera, 2003: 138). Harmer (2001: 242) claims that music is a powerful stimulus for students' engagement because it talks to students' emotions while still allowing the students to use their brain to analyze it and its effects. Further he explains that music and songs can amuse, entertain, and make satisfactory connection between the world of leisure and the world of learning. Besides, songs can give students exposure to rich content, language, culture, and tend to relax the students and create a comfortable atmosphere. Candlin in Griffee (1992) states that songs offer a rich background, a social and historical context for the language learning. As a warming up activity, songs can also increase motivation, and inspire rich output in speaking and writing activities. As stated by Lo and Li (1998:8), learning English through songs also provides a non-threatening situation for students. When students are relaxed, they are more open to learning input. Because they are usually short and use simple natural language, and contain repetitions, songs are good listening input for a wide range of comprehension tasks (Goh 2002: 44). Songs are able to capture students'attention since they often contain stories.

Additionally, Salcedo (2002: 17) states that recently there are many books and online resources offer musical programmes to teach foreign languages. Songs are incorporated into a language course as a supplemental entry to the complete basis of the instruction or as the basis for the instruction. Further he highlights some books and online resources which use songs in the language teaching such as; SAM (KeefeSinger & Lafayette, 1999) which combines Spanish songs with particular themes for practical classroom activities; Enjoy the Music (Rubies, 1997) which designs a course using songs as the foundation for English second language teaching; Music Linguist (www.musicalspanish.com) which provides lesson plans, pronunciation tool, interactive games, activities and teacher guides; and Catara software which promotes a language learning through songs.

3.2 Reasons for Using Songs in TEFL

The use of songs in English language teaching and learning activities is due to some reasons. These reasons are as follows.

1) Affective Reason

The affective filter hypothesis is one of the five hypotheses proposed by Krashen. Affective variables include anxiety, motivation, and self-confident. Krashen (1982) claims that in order to get optimal learning, a weak affective filter is needed.

A weak affective filter means that a positive attitude towards learning is present. When the affective filter is weak, learners are in the condition of highly motivated, self-confident and at ease that will allow in plenty of input. In contrast, the affective filter is strong when learners are haunted with low motivation, lack of self-confident and high anxiety. In these conditions, learners are not ready for learning or language acquisition.

As one of the affective variables, motivation is an important component in learning. The greater students" motivation, the faster they learn. William and Burden (1997: 129) describe motivation as "a state of cognitive and emotional arousal" that leads to conscious-decision making to act, and arises enthusiasm, interest, and desire to attain a previously set goal. On the other hand, anxiety is feelings that do not support learning and create a strong affective filter which then restrict the learning input come to the students. According to Freeman (2000) anxiety refers to negative feelings such as upset, tension, frustration, self-doubt, and fear.

Songs can be used to achieve a weak affective filter and promote language learning. Music and songs provide relaxation and recreation function which are able to weaken the affective filter. Dubin and Olshtain (1977: 198) conclude that the inclusion of music in English lessons is effective because music is able to make students feel relaxed and more at ease in using the language. Lo and Li (1998: 8) explain that learning English through songs provide a non-threatening classroom atmosphere in which the four language skills can be enhanced. Shen (2009: 9) claims that using English songs in a classroom can create an affective learning because songs can provide a comfortable classroom atmosphere, reduce students' anxiety, foster their interests and motivate them to learn the target language. Working with music is fun, interesting and challenging for the students to explore and manipulate the songs. In short, using songs can help the students to be engaged in the classroom activities.

2) Psychological Reason

Research in neurology and psycholinguistics has found that musical and language processes occur in the same area of the brain. Weinberger (1998) claims that brain research finds that music can improve brain development and strengthen cognitive system which includes symbolic, linguistic and reading. According to Maess and Koelsch (2001), research has found the strong similarities in the way musical and linguistic syntax are processed, and that the musical and language process happen in the same area of the brain. Moreover, Jensen (1998) finds that music increases neural activities which positively affect attention to materials and result a dramatic increase in comprehension.

3) Authenticity Reason

An authentic material is a material which is not exclusively designed for teaching purposes. The exposure of authentic English is an important factor in promoting language learning. Listening materials taken from authentic sources are interesting and motivating because they are relevant to students' lives and work (Goh, 2002: 43).

She further states that authentic materials introduce different varieties and domains of spoken language into the language classroom. Lopera (2003: 138) states that songs are natural products that are used in the real context and intended for native speakers rather than for an English classroom. They provide examples of the real use of the target language.

Listening to English songs will prepare students to the real language they are going to face with. Music and songs are a great language package that bundles culture, vocabulary, listening, speaking, reading, writing, and grammar. As authentic materials, songs introduce different varieties and domains of spoken language into the language classroom. Arias, Duque, and Mitchell (1996) in Neisa (2008:168) include songs as an authentic material because they are not designed for language teaching purposes but produced by native speakers without any tension for language teaching purposes. Songs combine linguistic and extra-linguistic elements in one single unit of meaning; they also provide texts, cultures, artistic contexts, autonomous narratives or reflection. Grenough (1994) adds that students who learn English got a lot of exposure of the target language they cannot find in a classroom in songs or movies that are part of their real world. Lopera (2003) considers that the inclusion of social contexts, the interaction with students' moods, and possibility of accessing authentic texts in English are important reasons for the inclusion of songs in to teaching contexts.

3.3 Language Awareness Reason

Language awareness means the awareness of the language being learned including the benefit from developing knowledge about the language, the explicit knowledge about how the language is, how to learn it and use it. Shen (2009: 19) defines language awareness as a mental state which develops through paying motivated attention to language in use which enables language learners to get knowledge on how the target language works. Songs as a target language source will promote students' awareness in learning English as a foreign language. Shen further says that learners who are keen to learn and or sing English songs will be curious and ask questions about the language. They are curious on how to pronounce the words, what the words mean or how to produce the sentences. The difficulties that learners find while trying to sing the songs correctly will also enable them to notice the gaps between their performance and the singers' performance. Furthermore, while they are listening to the songs as entertainment, they will unconsciously learn the language.

This is an effective and pleasant way to promote language awareness. It is clear that the using of songs in an English teaching and learning activity will benefit the students. Songs do not only function as entertainment but also act as the media and the learning materials at the

same time. Songs stimulates the weak affective filter to occur. Songs are also able to raise students' curiosity about the songs and the language used in the songs which then increase the students' language awareness.

3.3.1 How to Use Songs

Songs can be used to develop the four skill areas; reading, writing, listening and speaking. Songs can also be used to encourage intensive and extensive listening, encourage creativity and the use of imagination and also stimulate discussion of attitudes and feelings (Murphey :1992). Eken (1996: 46) finds songs can be used:

a. to present a topic, a language point, lexis, etc.

b. to practice a language point, lexis, etc.

c. to focus on common learner errors in a more indirect way

d. to encourage extensive and intensive listening

e. to stimulate discussion of attitudes and feelings

f. to encourage creativity and use of imagination

g. to provide a relaxed classroom atmosphere

h. to bring variety and fun to teaching and learning.

According to Lopera (2003: 137) songs can be used to introduce or reinforce grammatical structure, provide the class with relaxed atmosphere, discuss the topic of the songs, introduce sounds, and pronunciation. Music and poetry in an English as a Second Language (ESL) or an English as a foreign Language (EFL) class can give a fresh perspective on the language being taught. Celce-Murcia and Hilles (1988) state that music and poetry revive the learners' love and respect for English and can bring to mind again the joy and beauty of the language which have been long forgotten.

They also point out that songs can be utilized as presentation contexts as reinforcement material, as vehicles through which to present some of the most cultural themes which pervade modern life. Songs can be developed into an interesting material to teach English that facilitate the teaching of the four major skills of English and the micro skills. According to Bayless & Ramsey (1986) in Lopera (2003: 136), songs can be used to develop listening skills, increase the attention span, improve comprehension and memory and encourage the use of words, phrases, and sentences. In addition, songs can also be developed into reinforcement materials of the materials which have been taught previously.

In using songs, teachers should be able to choose the appropriate songs for the teaching. Before deciding which song will be used, teachers should pay attention to the students' characteristic, age, need, and interest, and also the themes they will deliver to the students. Pomeroy, Gasser, and Waldmas in Celce-Murcia (1988: 188) provide guidelines for selecting songs:

a. songs must be of a singable length, range and rhythm,

b. lyrics should reflect standard spoken English, with respect to register, subject verb agreement, and word order,

c. the emotional and conceptual content of a song should be appropriate to the age and maturity of the students,

d. songs must be pedagogically appropriate to the teaching point and not so colloquial as to require that the lyrics be changed into standard English.

In addition, Goh (2002: 44) suggests some points to be considered in using songs. They are:

a. choose singers with clear diction

b. use familiar songs for tasks that involve higher order listening

c. use unfamiliar songs for text-based tasks, such as listening for details

d. screen songs from inappropriate language and unsuitable content

e. invite students to suggest the types of song they would like to work with

f. ask students to contribute lyrics of their favourite songs

g. select songs that can support or complement the topics or themes of the syllabus

h. set up a song bank.

In short, the songs will be used in an English classroom should be carefully chosen so that they can give advantages for the students. The songs should be appropriate for the students in terms of articulation, diction, length, content, and language style.

4. Tasks

Generally, tasks refer to actions of doing something. Long (1985) in Nunan (1989: 5) defines tasks as works or activities people do in their daily life, including buying a pen, filling out a form, writing a letter, finding a street destination, etc. In classroom setting, tasks are actions of doing some work dealing with the teaching and learning process. Nunan (1989: 6) cites Richards, Platt and Weber (1986) who state that tasks are activities or actions which are carried out as the result of processing or understanding language. Tasks can be, for example, drawing a map while listening to a tape, listening to an instruction and performing a command. Skehan (1998) gives a definition of a task as an activity that satisfies the following criteria; meaning is primary, there is a goal that needs to be worked toward, the activity is outcome evaluated and there is a real world relationship. Nunan (1989: 10) defines a task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Willis (1996: 23) proposes that tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. The definitions above suggest that what is more important is giving students tasks which are meaning-focused and involve them in using the target language actively such as comprehending, manipulating, producing or interacting for the purpose of achieving a communicative purpose.

4.1 Components

The definitions of tasks above comprise the elements of tasks including; goals to achieve, the content or input, the management of the activity, and the outcome of the tasks, where the focus of the task is on meaning. Based on Shavelson and Stern (1981) in Nunan (2004: 40), tasks consist of the following elements:

a. content; that is the subject matter to be taught

b. materials; things that learners can observe and manipulate

c. activities; things that learners and teachers will be doing during the lesson

d. goals; teacher`s general aims for the task

e. students; including abilities, needs and interests

f. social community; class as a whole.

On the other hand, Brown (2001: 243) also proposes six components of tasks including goal of the task, input, technique, the role of the teacher, the role of the learner, and evaluation of the task. In addition, Nunan (2004: 41) also states that tasks have six components. The components are goal, input, procedure, teacher role, learner role and setting.

4.2 Goal

A goal refers to something people hope to achieve. According to Nunan (2004: 41) a goal of a task refers to the general intentions behind any learning task that link the task to the curriculum. Goals should be emphasized in the balance of cognitive, affective and psychomotor. Task goals reflect teacher or learner behaviour and skills that should be developed. Goals provide a point of contact between the task and the broader curriculum. The standards of competence of English for senior high school students based on KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan) curriculum is that at the end of the course, the students are expected to have competence to communicate both written and spoken in the real communication. Specifically, the goal of English learning in senior high schools is that the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery. This is the general purpose of the curriculum. The term competence can be inferred as goals. Task goals are varied. Clark (1987) in Nunan (1989: 49) classifies task goals into four categories as in the following table.

Table 2: The Categories of Task Goals

Goal type	Example
Communicative	Establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done
Sociocultural	Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.
Learning-how to learn	To negotiate and plan their work over a certain time span, and learn

	how to set themselves realistic objectives and how to device the means to attain them.
Language and cultural awareness	To have some understanding of the systematic nature of language and the way it works.

4.3 Input

Input refers to the data including spoken, written and visual data the learners work with in completing the task. According to Nunan (1989: 53) input data contain both verbal and non-verbal things and can be derived from a wide range of sources existing in the society. Hutchinson & Waters (1987:108) claim that input has significant functions because the students can use it as the following:

a) motivation material for activities

b) a resource of new language items

c) a resource of correct models of language use both verbal and non-verbal

d) an interesting topic for communication

e) a medium for learners to use their information processing skill

f) a medium for learners to use their existing knowledge both of the language and subject matter.

The input can be in the form of authentic materials and also specially written materials that exhibit some important characteristics to be taught in the classroom. In order to give students an opportunity to get inputs of language usually used in realworld, the use of authentic materials is important. Authentic materials are materials in the form of spoken or written language that are produced for the communicative purposes rather than for language teaching purposes. Hover (1986) in Nunan (2004: 48) states that inputs come from many different sources such as letters, pictured stories, newspapers, memos. Brown (2001: 243) states that inputs for tasks can come from authentic sources including speeches, conversations, narratives, cartoon strips, games, photos, letters, poems, songs, or invitations.

In using authentic materials, some justifications should be taken into account. Some complex authentic materials need to be simplified so they will be suitable with students' current language proficiency.

4.4 Procedure/activity

Nunan (2004: 52) claims a procedure as "what learners will do with the input which forms the point of departure for the learning task". According to Brown (2001:129), an activity is what learners do in the classroom particularly the behaviour that is directed by the teacher with certain objectives. The activity must be parallel and resemble the real-world to display the genuine interactive communication. Widdowson (1987) in Nunan (2004: 54) claims that the classroom procedure should mirror the communicative performance in the real-world. Nunan (2001: 62) divides tasks into two major categories: reproductive and creative tasks. A

reproductive task requires students to use the language based on the model given by the teachers, course books or other sources. In this task, the language used by the learners is predictable or just the reproduction of the example given. Meanwhile, a creative task requires learners to use their knowledge of the target language in much less predictable ways.

In relation to what a task is, activities should involve students in a process of language comprehension, production or interaction while at the same time they should also give linguistic knowledge and skills.

4.5 Teacher Role

The word "role" refers to somebody's function or position in a society, organization or relationship. A teacher's role means a teacher's function or position in the teaching-learning activity. Nunan (2004: 64) defines a teacher role as the part that teachers are expected to play in carrying out teaching tasks. According to Breen and Cadlin (1980) teachers have three main roles including as facilitators of the communicative process, as participants and as observers. Furthermore, Harmer (2001:58-62) proposes other roles of teachers as; controllers, organizers, assessors, prompters, participants, resources, tutors, and observers. A teacher's roles are determined by the nature of the task. The teacher should not dominate the teaching learning process.

4.6 Learner Role

A learner role refers to the part that learners are expected to play in carrying out learning tasks. The learner's role is also determined by the nature of the tasks. The possible roles are as interactors, negotiators, listeners, and performers. Rubin and Thomson in Nunan (2004: 65) claim that good language learners are learners who are critical, reflective and autonomous. The learners should participate and be active in the teaching learning process.

4.6 Listening Tasks

Experts such as Underwood (1998) in McDonough & Shaw (2003), John Field in Richards & Renandya (2002: 243), Goh (2002) and McDonough & Shaw (2003: 127) divide listening activities into three kinds of listening activities: pre-listening activities, while-listening activities, and post-listening activities.

1) Pre-listening Activities

These activities establish a framework for listening so that the learners do not approach the listening practice with no points of reference. These activities aim at setting context and creating motivation. They include the following activities:

a) a short reading passage on a similar topic,

b) predicting content from the title,

c) commenting on a picture or photograph,

d) reading through comprehension questions in advance,

e) working out students' own opinion on a topic, and

f) brainstorming vocabulary,

2) While-Listening Activities

In this stage, tasks are carried out during or after listening that directly require comprehension of the spoken materials. These activities usually involve intensive and extensive listening. The activities which are involved in this stage are the following:

a) putting pictures in the correct sequence,

b) following directions on a map,

c) checking off items in a photograph,

d) completing a grid, timetable, or chart of information,

e) answering comprehension questions,

f) predicting what comes next (preceded by a pause),

g) constructing a coherent set of notes,

h) inferring opinions across a whole text,

i) filling gaps with missing words,

j) identifying numbers or letters,

k) picking out particular facts, and

l) recognizing exactly what someone said.

3) Post listening Activities

This stage is an opportunity for many kinds of follow-up work such as thematic, lexical, grammatical, and skills development such as listening skills, speaking skills, reading skills and writing skills. These activities commonly include:

a) using notes made while listening to write a summary,

b) reading a related text,

c) doing a role-play,

d) writing on the same theme,

e) studying new grammatical structure, and

f) practicing pronunciation.

Moreover, there are some activities which are important to be performed in listening. The six types of listening performances according to Brown (2001: 255) are:

1) reactive. In this type of performance, students simply listen to the surface structure of an utterance and then repeat it in the form of choral or individual drill which focuses on pronunciation.

2) intensive. Intensive performance includes bottom-up processing which focuses on components of discourse such as phonemes, words, and intonation.

3) responsive. It consists of short stretches of discourse of teacher's language designed to elicit immediate responses from the students.

4) selective. In this performance, students are required to be able to find important information of longer stretches of discourse rather than to find detailed information of the discourse.

5) extensive. Extensive performance aims to develop a top-down global understanding of spoken language

6) interactive. This performance includes all five of the above types of performance in which students actively participate in discussions, debates, conversations, or role-plays.

Because listening involves three processing mechanisms (processing sounds, processing meanings, and processing context and knowledge) the listening tasks should cover those aspects. The listening tasks should give the students chance to do the three processing mechanisms.

Knowledge from the Study

Music has become part of our life. We listen to music every day and we all know that music has a great impact not only on our mental health but on our cognitive abilities also. But do you really know that music is proven to be a useful tool in learning languages? Music can help us improve our listening skills and pronunciation, therefore it potentially helps us enhance our speaking skills as well. Now, let's see the benefits of music in learning English as a second language and how to use music as an English learning tool.

1. Listening to music helps to improve your pronunciation

Pronunciation is one of the most difficult aspects to master when it comes to learning a new language. Learning English through songs will definitely help to train your accent. When you learn your English songs, you will tend to repeat the songs again and again. And hence you will enjoy practising English instinctively.

2. Songs are valuable sources for vocabulary, sentence structures and grammar

Songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can offer the context for vocabulary learning. The more you listen to the

lyrics, the better your English vocabulary becomes. At first, you may not completely understand the lyrics. But comprehension improves over time as you sing and discuss the music with your classmates, family, and friends. Furthermore, many English songs have a simple sentence structure and conversational language that we can easily understand. And therefore, we can learn them by heart quickly.

3. Songs are enjoyable

We can surely become bored out of our mind by repeatedly listening to a narration or dialogue as we attempt to understand the meaning of a new word or phrase in context. That's why we need music to boost our motivation in learning English. Fundamentally, popular songs touch the lives of us and are connected with our various interest and everyday experiences. Music, therefore, has become an important part of our daily life. We listen to music to reduce anxiety, to stay positive, to relax. The rhythm and melody of songs enable us to listen to them over and over again. And English songs are useful for us to acquire English.

4. Music increases memory

There's no doubt that listening to your favorite music can instantly put you in a good mood. But scientists are now discovering that music can do more for you than just lift your spirits. Research has shown that listening to music is one of the best ways to stimulate both sides of our brain. It has a positive impact on not only learning English but also general learning. When we listen to music on a regular basis, we are at the same time improving our memory. Okay, you've just known the benefits of music in learning English. Now it's time to listen to your favorite songs and sing along! If you don't know how to use music effectively as an English learning tool, check out our blog post here. And don't forget to share with us what you think about music's usage in our life.

Oh wait… You want to improve English vocabulary through songs? There is a useful app that will help you learn vocabulary effectively with SO MUCH MUCH FUN!! All you need to do is download it to your phone, watch a music a video, look up new words and save them for further learning.

Conclusion

From the text above, this article showed that listening English song can improve the listening skill because song can be media to improve listening skill. When someone learn about English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabularies can be obtained because people will usual to listen the English word and it can add new vocabularies. Improve pronunciation can obtained because when listen English song, the singer usually is native speaker of English and they will pronounce English well. So that people can use the English song to improve the ability.

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