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THE EFFECTIVENESS OF USING SONGS IN TEACHING LISTENING COMPREHENSION AMONG YOUNG ADULT LEARNERS

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DECLARATION

I hereby declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.

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All glory and honour to Allah Taala the Almighty!

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ABSTRACT

This study was conducted to investigate the effectiveness of using songs to teach listening comprehension. It focuses on the use of songs and recorded texts as an instrument to teach listening comprehension. This study tries to see whether using songs as an instrument can help to improve students' listening comprehension. The participants were 116 General English students selected based on their SPM English paper results. These students were divided into two groups. Students from both group were taught listening comprehension by using the two instruments respectively. Data collected revealed that the students had higher scores in the listening to song activity as compared to listening to recorded text activity. This indicated that students acquired more listening comprehension skill through exposure to songs. Thus it is recommended that various genre of songs be used during the English lesson to make it more interesting and to achieve better proficiency among the students.

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ABSTRAK

Kajian ini dijalankan untuk mengkaji keberkesanan penggunaan lagu dalam pengajaran kefahaman mendengar. Fokus kajian ini adalah kepada pengunaan lagu dan teks rakaman sebagai instrumen untuk mengajar kefahaman mendengar. Kajian ini cuba melihat samada penggunaan lagu sebagai instrumen dapat menambahbaik kefahaman mendengar para pelajar. Sampel adalah terdiri 116 pelajar Bahasa Inggeris Am yang dipilih berdasarkan keputusan mata pelajaran Bahasa Inggeris peringkat SPM mereka. Para pelajar ini dibahagikan kepada dua kumpulan. Para pelajar dari kedua-dua kumpulan ini diajar kefahaman mendengar dengan menggunakan kedua-dua instrumen satu persatu. Data yang dikumpul menunjukkan bahawa para pelajar memperoleh pencapaian lebih tinggi dalam kefahaman mendengar menggunakan lagu berbanding menggunakan teks rakaman. Ini menunjukkan para pelajar memperoleh lebih kefahaman mendengar melalui penggunaan lagu dalam pengajaran kefahaman mendengar. Dengan itu disyorkan pelbagai genre lagu digunakan sewaktu pengajaran mata pelajaran Bahasa Inggeris supaya menjadikannya lebih menarik dan para pelajar menjadi lebih fasih .

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CHAPTER 1

BACKGROUND OF THE STUDY

1.0 Introduction

Learning English as a second language has been a major problem among L2 learners. Looking back to the English syllabus in Malaysia, the prominent aim is to enable the students to develop their skills in language learning. Unfortunately, it is found that most students are unable to master the language due to many reasons. It cannot be denied that being second language learners, it is very difficult for the students' to grasp the English language because they did not use the language as a medium of communication. In addition even though English is a compulsory subject to learn, it is not compulsory for one to obtain a pass in that subject to enter tertiary education. This is further supported by results based on previous researchers which show that the use of conventional ways in language teaching such as "chalk and talk" and text book based activities are among the concrete factors that contribute to students' failure in mastering the language. The ability to master the language depends on how much we are exposed to the language and how

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quick we can cope with it. In 1985, Krashen writes that affective factors such as anxiety, motivation, self esteem and empathy with the target culture play important roles in learners' success in mastering a second or foreign language.

Krashen's statement is well supported by Schuman (1976), who states that learning English as a second language is extremely difficult. He feels that the greater the social distance between two cultures, the greater the difficulty the learner will have in learning the second language and conversely, the smaller the social distance, the greater the social solidarity.

Nevertheless, in the last decade, we can see many improvements in the teaching of English as a second language in our country. It has resulted from the changes in language teaching methodology and the development of new educational technologies. Furthermore, the fourth Prime Minister of Malaysia YAB Tun Dr. Mahathir Mohamad has delivered the wake up call to all Malaysians to face the challenges of the present times:

> *"If we do not want to be left out and become victims of Information Technology, we must seriously strive to acquire this new knowledge. One condition for us to master this knowledge is by mastering the English Language."*
>
> (Dr Mahathir Mohamad, 2001: The UMNO General Assembly)

One major trend has been the swing towards the teaching of listening as a skill on its own right. Most teachers in school now recognize that it is possible to improve students' aural comprehension. They realize that it is only a worthwhile aim but one which can be realized even when the class is large and the conditions are generally unfavourable.

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Moreover, it has been argued by many researchers that, listening skill is an important aspect of language learning. As Celce-Murcia, (2001) and Rost,(2002) advocated that foreign language listening comprehension is a complex process and crucial in the development of foreign language competence; yet, the importance of listening in language learning has only been recognized relatively recently .In fact, it has been proved by many researchers that by concentrating on the teaching of listening skill, it will help to improve on other language skills - as Orlova (2003) in her article had well elaborated on how listening to songs can be used in teaching speaking.

Among the four important skills that one need to acquire in acquiring English Language, listening is considered to be the most difficult skill in the mastery of the language. The ability to listen with understanding is a vital component of communication for all of us. Listening plays a major role in developing other skills in language learning. Students need to listen for central idea; for evidence, definition, recommendation, suggestion and for conclusion. This is due to the need of the ability to listen in everyday conversation, instruction and others. Moreover, with the development of high technology, we rely more and more on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading.(Luo, 2008:25) Thus, it is crucial to improve the level of listening comprehension of the students.

Listening can be divided into two; conversational and academic listening. Listening skills among students can be improved by providing the students the skills on how to listen and answer the question that is being asked. Likewise, Emmert (1994) claimed that listening is more than hearing words. Listening is an active process whereby students receive, construct meaning and respond to spoken and non-verbal messages. It

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involves a process of understanding of students' accent or pronunciation, his grammar, his vocabulary and comprehending of meaning.

Through listening, students are able to predict what others are going to talk, guessing unknown words or phrases, identifying important ideas, rejecting unwanted information, recognizing discourse markers, cohesive devices and understanding different intonation, pattern and stress. Under the listening skills, listening comprehension complements reading comprehension. The ability of students to clarify the spoken message before, during, and after a presentation enhances listening comprehension.

Krashen (1983), in his "Input Hypothesis Theory", explained that :

> *"...listening comprehension is of primary importance in the language, and that the ability to speak fluently in a second language will come on its own withtime. Speaking fluently is thus not 'taught' directly; rather speaking ability 'emerges' after the acquirer has build up competence through comprehensive input."*
>
> (Krashen, 1983:32)

Krashen's theory clearly exposed that the importance of listening cannot be denied. In fact, one must acquire the listening skill before one is able to produce a sound or word of a language. As far as listening is concerned, one must understand the meaning of the particular word of a language, which involved the 'listening comprehension' skill before he or she is able to respond and articulate a sound or word as feedback, which is the 'speaking skill'. It is no doubt that listening in verbal communication cannot be isolated from speaking in normal patterns of vocal interchange. It is a matter of regular shifts of roles in the discourse between speaker and hearer, so to speak.

Listening is an essential part in effective communication which involves sending and receiving messages and negotiating meaning from those messages. It is a crucial skill for everyone to master because a large portion of education emerges from listening.

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Students get information, sense of values, appreciation and understanding of the world through listening. Listening should be taught effectively and critically. To be a good listener, it is necessary for one to practice and acquire skills of attentive listening with comprehension. Listening regularly has helped the learning of language with ease, thus learning the language of mother tongue or native language is so much easier, more so at the early age. This is perhaps the order in which language learning skills are acquired by the native speakers. So, it is with the second language learners where listening is the first order and then comes speaking, then reading, later followed by writing, usually as part of formal educational program. Whatever the order of priority listening is accorded to; other skills would not be delayed for too long before they fall into the line-up.

In a second language learning situation, listening is different and has been regarded as intricate because speech in 'real time' consisting of sounds denoting the different usage of words in the language and the speed-rate varies with different speakers. Fulcher (2003) quoting Buck (2001) "Firstly, a second language learner must be a good listener if he or she wishes to be a good speaker." In order to acquire English language in totality, one must practice to listen thoughtfully to the spoken language of English first, followed by speaking by imitation, like so the skill acquired in reading. As Jones (2001) elaborated that a reader has the opportunity to refer back to a text to clarify understanding, but not to a listener in most listening contexts such as discussions, TV programs, meetings, lectures, and to a lesser extent, conversation.

Bazo as cited in Bramasto (2002) states that listening is the most difficult language skill which learners usually find. His statement is very much in line with the researcher's experienced with her students. Many students come into college and tertiary

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education without successful in comprehending listening materials. They misapprehend the message contained in it. Students frequently misunderstand the listening process, thus they fail to adjust their listening strategies for different purposes. In addition, they have difficulty understanding the meaning of the words, listening to unfamiliar words, unable to grasp the speed of the speech, thus make them fail to respond effectively. In acquiring a second or foreign language, listening comprehension should be developed intensively.

This is strongly supported by Littlewood (1981:65) who stated that during listening, learners could not have power over the English language being used, but he or she must be prepared to extract meanings as best he can. More so, as Buck (2001:1), asserts that listening comprehension is a very complex process and if we want to measure it, we must first understand how the process works. To master any language, every learner has to practice and use the language regularly. One has to be in the language environment and the teacher of the language has to create the environment and motivation for each student to make use of the language frequently. Ur (1996) also affirmed that, through regular practice, this will lower the anxiety and raise the interest of the students to speak the language.

Teaching English Language as a Second Language to the low proficiency students is not an easy task. They often find English as a difficult subject to learn especially when given comprehension exercises either orally or in written form. This is because most of them have low confidence level in using that language so much so this makes them feel inferior and they refuse to talk either face to face with their teacher, course mates or even to speak in front of the whole class. To overcome the refusal of interacting in English amongst the students the teacher has to create activities that can give them the

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opportunities, chances, and motivation to speak and interact in the language. Preferably the students should be put in a flexible and conducive situation when or during the lesson is carry out. One of the ways or approaches that I believe that can make an English lesson more effective and interesting in a classroom and that provides activities that can enhance students listening comprehension skills is through the use of songs in teaching the language (McCarthy,1985). Songs have been one of the ways or techniques that had helped teachers to lighten the mood and made the class more enjoyable and memorable.

Therefore, the researcher would like to conduct a study on the effectiveness of using songs to teach listening comprehension. The combination of songs and listening comprehension can be a powerful tool when used to teach English in class. Ur (1988) further added that, when students are interested in what they are doing, they will not only learn more efficiently but they are also likely to enjoy the learning process and wanting to continue learning the language. Horner (1993) agreed that songs are fun, motivating and can be used to teach structures. David (1993) also pointed the quietest students who tend to be the most sensitive become more vocal than usual in music-based lessons. Domoney and Harris (2003) asserted using songs is a good means to integrate fluency and accuracy.

In summary, the researcher believes that the use of song in teaching listening comprehension will promote English Language to the young adult learners. Hopefully, by using English songs in the language classroom it will create a relaxing learning environment for students to indulge in and to motivate their interests to learn the language. And most importantly, it will improve the students listening comprehension skill in their endeavour to learn English as a second language.

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1.1 Statement of the Problem

> "*Listening ought to be naturally acquired .....Sadly, this apparently natural process doesn't seem to produce the desired results*" (Brown and Yule, 1983:11)

One of the major problems among Malaysian students is their inability to listen attentively particularly among the low English proficiency level students in the present study. This is a hindrance to the teaching and learning process. Listening is important because it is through listening that one can understand what others are trying to say and to respond correctly. Throughout my experience as an English teacher, I find that most of the students in primary or secondary or higher learning institutions are weak in their listening ability when a listening activity is carried out. They do not have the interest in carrying out the listening task given to them.

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Students are not motivated to listen and understand the listening text due to their inadequate level of English proficiency. Furthermore the students' attitude towards learning English is so disappointing. This maybe because they felt that they will never be able to use the language due to low self esteem. Many factors contribute to this attitude and almost all of them are related to the environment or surroundings of the students. To name some, the great influence of the mother tongue outside the English classroom. They communicate using mother tongue at home and with their friends, this habit is not easy to get rid off from their life. The exposure to English is limited with the use of Bahasa Melayu in schools as the medium of instruction is also a contributing factor. A typical classroom interaction also reflects the minimal use of English in the classroom and the teacher finds this truly disappointing because, when one learns a language, one need to be

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able to speak it as well. Infrequent use and poor motivation at home and in school makes them feel that it is not necessary for them to master the skills of the language.

The need to have students to be proficient in the language is important for the student's development especially in today's 'Information Age'. Dr. Norrizan Ramli (2001) stated that students should be aware that one of the features that will make a graduate more employable is proficiency in English. As it is the language of most technologies and that the most comprehensive information in this world is found in English. Most importantly, as our country is moving towards globalization, many foreigners from all over the world are coming to Malaysia. Therefore, English, as a universal language is very important for students to be able to comprehend and use it when communicating with outsiders. In fact, according to a British Council estimate reported in the on-line magazine "i-osmosis", nearly half of the population in the world will be speaking English either as first or second language or as a tool for international communication by 2015.

Learning through songs is a great and effective way for students to master the language. Songs are memorable and we do not forget them easily particularly in cases where the lyrics of the song has some meaning which relates to our own lives. This statement is further supported by Moi (1994) who claimed that the meaning of song lyrics are fluid, and like poetry, allow for many different interpretations. Ebong & Sabbadini (2006), on the other hand, stressed on effectiveness of using songs to provide students with the very important of language learning since they are examples of authentic, memorable and rhythmic language. They elaborated on using songs to focus on sounds, words and on connected speech. Even though at the beginning it may start as listening for

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fun, in the end students will realize that they are listening for some purpose. In this case they are listening in order to answer comprehension questions. Thus, this study is to determine the effectiveness of using songs to teach listening comprehension to one hundred and sixteen General English students in one of the Higher Learning Institution in Perak.

1.2 Purpose of the Study

Learning should focus on students' interest, that is, by using activities that they enjoy. Students in general enjoy singing. Teacher could manipulate songs to teach vocabulary, grammar, sentence patterns, or phrases, to name a few. But, the use of songs as a tool in teaching listening comprehension is not widely used especially in most higher learning institutions. Furthermore empirical support for songs as a medium for teaching listening comprehension is scarce and there is concern that songs may be simply a supplementary activity with a little value. Besides that, many teachers believe that if something is fun, learning cannot take place. Teachers of English language are encouraged to be more creative in their teaching in order to upgrade the standard of English among Malaysian students. They should provide varieties in their teaching activities in order to enhance or improve their teaching.

Students, as far as possible should not be put in a rigid or tense situation during the teaching and learning process. The situation and environment of the classroom should be as conducive and lively as possible in order to enhance student's interest and provide them with some kind of motivation. One of the ways to make an English lesson

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more interesting in a classroom is through the use of songs. In the long run, it is hoped that the students will become more interested in the learning English language, thus help not only the students as learners, but songs will also be a good material that education instructors can resort to for a new way of teaching (Hsu, 2007)

As has been mentioned above, the purpose of the present study is to determine the effectiveness of using songs in teaching listening comprehension. It is hope that it will provide insights that apart from being enjoyable, song is effective and meaningful in teaching English as a second language. By looking at the differences in students' performance via two different instruments, a popular song and a recorded text, the researcher hopes to show the benefit of using songs in teaching listening comprehension.

To sum up, the main purpose of this study is to find out whether the use of songs in teaching listening comprehension will help students to increase their ability in answering listening comprehension questions as compared to students who were taught using the recorded text.

1.3 Research Questions

In relation to the purpose of the study as mentioned above, the following research questions were formulated:

1. Is there a difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a recorded text.

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2. What are the students' perceptions pertaining to songs and recorded texts utilised in the listening comprehension activities?

1.4 Significance of the Study

English is a compulsory subject in the Malaysian school curriculum and Higher Education Institutions. Teachers are encouraged to be creative and innovative in their teaching activities. Nesamalar (1995) asserts that words are likely to be remembered when learnt through active use as compared to when it is only heard or read. Words that are repeated and used regularly will create better retention and thus students who are proficient in English will have greater chances to express themselves and to access vast amount of literature and information in all fields through printed and electronic medium.

These days students are closely identify with media since the majority of them watch television, listen to music and sing songs themselves. One of the teaching aids that teachers can utilized in teaching English Language, is the use of English songs . The combination of songs and listening comprehension can be a powerful tool when used to teach English in class. This is because the lyrics signify a list of words, old and new, which the students can learn and explore or it can be used as a way of practicing in pronouncing new words. Thus not only can they easily remember the words, but understand the meaning as well. So, whenever the students encounter the same words in future, they can recall the meanings of it. Besides they will also know how or when to use those words in writing or speaking.

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The lyrics or songs too, can bring up certain emotive issues such as love, humanism, nature, war, death and others. This may captivate students' interest and attention which may direct them to learn and focus in class. Apart from that, the melody of the songs can also be considered as a form of relaxation, hence while learning the language, students can relax their mind and experience 'fun learning'.

Therefore, it is hoped that this study will change a teacher's perception in using songs as one of the ways to teach listening comprehension among the students. Songs can be manipulated as a useful and an enjoyable tool that will make listening comprehension effective. For this reason, it is important that this study be carried out as it provides insights on how songs can contribute towards education and language learning in Higher Learning Institutions.

For teachers, this study serves as a guide to carry out more interesting and effective method of teaching listening comprehension. As for the students, songs provide variety of entertainment, positive experiences and enjoyable environment in learning a language. Unfortunately, there are not many studies done to find out the effectiveness of using songs in teaching listening comprehension. The researcher hopes that this study will encourage more research to be done in this area because it not only benefits the learner but also the language teacher and language learning in general. If more studies were to have positive results, then recommendation can be made to have songs playing a more important role in teaching listening comprehension. By undertaking this research, the researcher will be able to give feedbacks to the relevant authorities about the result of the research and also share the methodology on how to teach listening comprehension more effectively by using songs.

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1.5 Definition Of Terms

In view of this study, the researcher had defined some of the terms frequently used and should be made clear. The major terms are as follows:

1. Effectiveness : *The Webster's New World Dictionary* (1999) defines "effectiveness" as having an effect, producing a result, producing a desired result.

2. Song : *Oxford American Dictionary and Thesaurus* (2003:1449) defines "song" as a short poem or other set of words set to music or meant to be sung. According to Griffee (1992) the word "song" refers to pieces of music that have words especially popular songs as those one hears on the radio.

3. Listening Comprehension : *Longman Dictionary of Language Teaching and Applied Linguistics* (2002:313) defines "listening comprehension" as "the process of understanding speech in a first or second language. The study of listening processes in second language learning focuses on the role of individual linguistic units. Brown and Yule (1983) define Listening Comprehension as " a process of arriving at a reasonable interpretation of what the speaker

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intended to communicate in the context in which the verbal message occurs". Fischer and Farris (1995) regard listening comprehension as "a process whereby students actively form a mental representation of an aural text according to prior knowledge of the topic and information found within".

4. Limited English Proficiency (LEP) : Students who have limited English proficiency. As for this study, it refers to students who obtained a P7, P8 or F9 in their Sijil Pelajaran Malaysia (SPM), English Paper result.

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1.6 Limitations of the Study

In this study, one hundred and sixteen limited proficiency General English students are chosen. This study is limited to the comparison between two groups of General English students where the teaching and learning of listening comprehension in both group will be using a song and a recorded text. This sample is only a part of the Higher Learning Institution's level population, therefore will not be taken as representing the whole Institution's population, thus will not describe the country's total undergraduate level populations. This study will also be using only a song and a recorded text as its instruments to see its effectiveness in teaching listening comprehension.

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Besides that, the participants will be second language learners of English and their first language is Bahasa Malaysia, Chinese or Tamil. Most of them did not obtain good grades in their SPM English language paper. Therefore, the findings of the study will be focussing on second language learners who have limited English proficiency and cannot be applied to the high or medium proficiency group of learners. On the other hand, the participants of these two groups are of mixed races and gender. Hence, the findings of the study is not relevant to other classrooms, such as one race or one gender classes.

Despite the above mentioned limitations, the researcher believes that certain observations and recommendations pertaining to the use of songs in teaching listening comprehension might provide positive results in the effectiveness of using songs in teaching listening comprehension among young adult learners.

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1.7 Summary

Chapter One provides a general overview of the study. The importance of listening comprehension to be taught attentively was highlighted. Teaching listening comprehension is a very important task in teaching English As A Second Language. For the language teacher, this study will hopefully serve as a guide to conduct more interesting and effective method of teaching listening comprehension.

This study also helps to give ideas for the teachers to vary their techniques in teaching listening comprehension to improve teaching and learning process in the future. The researcher too pointed out that the traditional method of teaching listening comprehension is not effective. The researcher believes that using songs in teaching

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listening comprehension is an effective method. She also stated the rationale and significance of the study.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

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Listening is assuming a more and more important place in English as a Second Language teaching and learning. Yet the present situation is far from satisfactory. Students are still frustrated and helpless against listening (Yang, 2005). As for that, this study focuses on how effective the use of songs in teaching listening comprehension to young adult low English Proficiency Level students. This chapter aims to review literature related to the present study in twelve sections. Section one reviews the advantages of using songs in ESL teaching and learning. Section two describes about songs as authentic listening material. Section three investigates the criteria of song selection. Section four states the procedure of using song. Section five reviews the previous study on using song in ESL teaching and learning. Section six discusses the listening skill. Section seven presents the significance of listening. Section eight describes the nature of listening

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comprehension. Section nine discusses the process of listening comprehension. Section ten states the stimulation of affective learning by songs. Section eleven focuses on multiple intelligences theory and listening to English songs. Section twelve states the summary.

2.1 Advantages of Using Songs in ESL Teaching and Learning

For the last two decades, ESL (English as a Second Language) methodology has been actively considering the possibility of using songs in class. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop student's abilities in listening, speaking, reading, and writing. Linda Campbell (1996:131-156) asserts that there is a strong connection between music and emotion. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005).

Grenough (2001) identifies that music and songs are a great medium of learning English because music gets into our subconscious quickly and pleasantly. Grenough (2001) further states that song can be a great medium because: (a) songs develop listening and listening skill, (b) songs, rightly chosen teach natural pronunciation efficiently, (c) easily embed new vocabulary and grammar in the conscious and unconscious memory, (d) generate enthusiasm for learning, (e) evoke memories, images and feelings, (f) stimulate spirited discussions and creative writing, (g) introduce slang and poetic description in easy-to-remember context. In other words song is a great language

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package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Educationist such as Nesamalar Chitravelu, Saratha Sithamparam and Teh Soo Choon (1995) further claimed that songs are very popular in language teaching because of several factors such as: (a) songs are interesting and relaxing which will encourage a friendly environment or atmosphere, (b) the beat of the songs aids memory because songs have a lot of repetition of structures that can facilitate for consolidation and internalization, (c) songs contribute variety of activities which help to gain students' interest.

By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006). Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom (Saricoban & Metin, 2000). Wang Baoan (2008) in his article titled "Application of Popular English Songs in EFL Classroom" advocated three advantages of using English songs. Firstly, popular English songs are motivating, whereby, these songs provides a non threatening atmosphere for students who usually are tense when speaking English in a formal classroom setting. All popular songs are eternally occupied with variations on the same themes of Love, Friendship, Joy, Sorrow, Dream, and the rest, which are the common feelings of humans. Therefore, more time and attention to pop music in an English curriculum would definitely increase students' motivation because it offers a change from routine English as

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a second language classroom activities by providing and creating an active, fun and relaxing learning atmosphere. In addition, Ross (2006) stated that by using songs, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when interacting with others.

Secondly, popular English songs contain linguistic information, which means songs not only motivate students but they also contain rich linguistic information, including pronunciation, vocabulary, grammar, rhetoric and language sense. According to the Communicative Language Teaching theory, the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Widdowson, 1992). Thirdly, English songs also contain historical and cultural knowledge where the songs carries rich historical or social knowledge with them. Pop songs ten years ago may sound out-dated to modern students' ears while today's pop songs will be regarded either classics or rubbish in the future. Exploration of the reasons why certain kind of music is popular at a certain time and abandoned at another time can provide much background knowledge for both teachers and students. As such, pop songs can also be used to introduce social changes as well as cultural notes to students. Thus, we may say that songs have a socially unifying feature for the selected audience. Songs create their own world of feeling and emotion, and as we participate in the song, we participate in the world it creates

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2.2 Song as Authentic Listening Material

> *"Songs are like an ESL teacher's Swiss Army Knife: portable, multi-purpose, handy, easy to use, and really just fun!"*
>
> (Murphey: 2002).

Bonner (2009) asserts that we hear songs on the TV, on the radio, in the supermarket, in the restaurant, at the pub, at concerts. We sing songs at religious services, in our head, in the car, under our breath when walking down the street, and even in the shower. Songs and music pervade almost every part of our lives and thus provide us with rich and invaluable examples of authentic material which can be easily exploited in the ESL classroom, with wonderfully positive results.

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to model real language usage to help them become more communicatively competent. According to Ur (1996: 107), listening activities based on simulated real life situations are likely to be the most interesting and motivating to do than contrived textbook comprehension exercise.

Natalia F. Orlova (2003) advocated that she has been incorporating songs into teaching ESL to prospective teachers of English for more than 10 years and she has to admit with a certain degree of surprise that the songs by the "Beatles," though composed more than thirty years ago, generally appeal to the tastes of 19-25 year-olds since they deal with such eternal problems as love, commitment and parents/children relationships. One must also not forget to mention that the words are very intelligible and easily

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distinguished. They are deservedly considered to be classics of pop music, from which different musical trends sprang up.

As mentioned above, song is one of the authentic listening materials. Ross (2006) says that an example of authentic listening material is listening to song to learn more about well-known bands that sing in English. Such material is relevant to the students' life and areas of personal interest. By using authentic listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking English as a second language.

2.3 Criteria of Song Selection

English songs can provide rich and varied resources in ESL classrooms, however, the song-based lessons do not easily go well. Thus, to select suitable materials seems very important for teachers. The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. Panse (2008) asserts that english songs considered suitable must meet the following criteria: (a) the melodies should be simple and beautiful so as to be excellent pedagogical devices for motivating students, (b) the style of music should be to students' taste, taking account of the social and cultural norms of the society, (c) the lyrics of the song should be easily understood and the song can serve specific teaching purposes. Furthermore, M. Lynch (2008), provides three principal song selection criteria,

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they are: (a) use songs that are popular with the students whenever possible, (b) songs must have clear and understandable lyrics, (c) Songs should have an appropriate theme.

On the other hand, Orlova (2003) asserts that while encouraging students to choose the songs for discussion, it needs to ask them to follow the criteria such as: (a) the song must be an example of a particular musical trend, (b) there shouldn't be any form of violence in it, (c) the song should contain a certain artistic image.

It is realized that when teaching the students; we should choose the songs that suits the level of difficulty and proficiency of the students. The suitability of the song is primarily an important issue that would be known whether the students are going to like the song or not and most importantly the objective of the lesson would be achieved.

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2.4 The Procedure of Using Song

Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from that, it mainly depends on the creativity of the teacher to make teaching more interesting so that effective learning can take place.

Saricoban and Metin (2000), assert that at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are : (a) Gap fills or close texts, (b) Focus

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questions, (c) True-false statements, (d) Put these lines into the correct sequence, (e) Dictation, (f) Add a final verse, (g) Circle the antonyms/synonyms of the given words, and (h) Discussion

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. According to Yoo (2002), procedure of songs activity can be done by the following steps:

A. Pre-listening

1) As a warm-up or schema building activity, ask students what they know about the ideas or topic they are going to hear. The teacher might also want to bring some pictures or CD's of popular actors or singers to class as audio visual aids.
2) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbours. Ask for volunteers to share their guesses with the class.

B. While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

C. Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

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2.5 Previous Study on Using Song in ESL Teaching and Learning.

Some researchers (Jedynak, 2000; Saricoban, 2000) states that music, songs and chants are employed in class based on the methodological purposes. Furthermore, it has also proved many songs can be successfully employed to provide meaningful contexts for learning vocabulary, listening comprehension, phrases or sentence structures (Saricoban & Metin, 2000; Orlova, 2003). In addition, Ross (2006) stated that by using songs, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when interacting with others. There are some studies related with the use of songs in language classrooms.

First, Yang (2002) conducted a study of the effects of an English singing program on English acquisition for technology class (TC) and non-technology (Non-TC) class learners in junior high school in Taiwan. Sixty three graders were recruited to participate in the study. The results of the study shows that (a) students held positive attitudes toward the English singing program, which improves their listening comprehension of more English phrases than before, (b) the English achievement tests of the TC students in the singing program were much improved than the Non-TC students; (c) the Non-TC students preferred the selected songs in the English singing program.

Second, a study done by Chiang (2003) probed the effects of attitude toward learning English by incorporating English rhymes and songs into the teaching of every subject in the elementary school curriculum in Taiwan. She found that most students took autonomous attitudes toward English learning and felt senses of achievements in English acquisition.

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Another study is a research done by Tee and Fah (2005) that used songs in the teaching of life skills modules for ITE students. The result shoes that bringing- in music and playing songs in the classroom motivates the students to attend lessons and pay attention in class.

Suzanne Medina in a study conducted in 1993 has proven the positive effect of music in English language acquisition among 48 2nd grade children. In her study, Medina arrived at a conclusion that music and songs are viable vehicle for language acquisition most especially if combine with illustrations due to its effect upon memory retention.

Previous studies proved that songs and music are effective instruments to inspire students in English learning. Furthermore, by using songs, language can be acquired in a relaxing and interesting atmosphere and thus enhance students' motivation. As for this study the purpose is to look at the effectiveness of using songs in teaching listening comprehension among young adult LEP students.

2.6 Listening Skill

The work by Asher (1977), Postovsky(1981) and later, Krashen (1982), have bring about the attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition (Feyten, 1991).

Listening as defined by *"Routledge Encyclopedia of Language Teaching and Learning"* (2001) is "processing phonetic language information and constructing a message from a stream of sound based on learners' syntactic, phonetic and semantic

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knowledge of the language." According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously. Thomlison's (1984) definition of listening includes "active listening," which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker. Thus, the listener thoughtfully acknowledges concern for the speaker's welfare and interests.

Rost (1991) defines listening "in terms of the necessary components ",which listening consists of; (a) discriminating between sounds, (b) recognizing words, (c) identifying grammatical groupings of words, (d) identifying 'pragmatic units' -expressions and sets of utterances which function as whole units to create meaning, (e) connecting linguistic cues to paralinguistic cues (intonation, stress) and to nonlinguistic cues (gestures) in order to construct meaning, (f) using background knowledge and context to predict and then to confirm meaning and (g) recalling important words and ideas (p. 3, 4). And he adds that "successful listening involves an integration of these component skills (p. 4).

2.7 Significance of Listening

Listening is both important in language use and also the chief method of second language acquisition to almost everyone of us. Hence, the development of listening as a skill and as

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a route for language input should support vital importance in instruction (Rost,2002). Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write (Morley, 2001).

Feyten (1991) claims that more than 45 percent of our total time communicating is spent listening, which suggests the importance of listening skills in overall language ability (Buck, 2002 : 95). According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Given the importance of listening in language learning and teaching, it is essential for language teachers to help students become effective listeners. For this reason, the researcher hopes that by using songs in teaching listening comprehension will provide an effective way to Low English Proficiency students to comprehend English as a Second Language and hence make learning more meaningful.

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2.8 Nature of listening comprehension

As language teaching is focusing on communication, attention to teaching listening comprehension has recently begun to be regarded as an important skill (Lee, 2007). Peterson (2001) notes the importance of listening in language classrooms. At all stages of language study, listening is the most effective way of improving other skills.

> *"At the beginning of language study, before students have learned to read well, it is by listening that they can have the most direct connection to the meaning of the new language. They can use spoken language to build an awareness of the interworkings of language systems at various levels and thus establish a base for productive skills. At intermediate levels, when students are refining the grammatical system of the language, listening can be used to stimulate awareness of detail and to promote accuracy. At advanced levels, when written language becomes a viable source of input, a regular program of listening can extend the limits of learners' vocabulary and use of idioms, and build their appreciation for cultural nuances."*
>
> (Peterson, 2001: 87-88)

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With that note, educators must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning. Consequently the teaching of listening is not simply intended to make students hear a sound, a word or a sentence, rather, the goal is to cultivate students' abilities to understand speakers' intentions accurately and communicate with each other effectively.

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2.9 The process of Listening Comprehension

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology, the most developed model in accounting for comprehension processes, defines comprehension as information processing. Schemata are the guiding structures in the comprehension process. According to the cognitive comprehension theory, "schema" (plural form schemata) means an abstract textual structure that the comprehender uses to make sense of the given text. The comprehender makes use of linguistic and situational cues and also the expectations he or she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing. These two processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

Bottom-up processing (the first type of models) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts. Thus, phonemic units are decoded and connected together to construct words, words are

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connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text. That is to say, meaning is arrived at as the last step in the process. Finally the listener interprets that literal meaning in terms of communicative situations, in order to understand what the speaker means. This is the bottom-up view, which sees language comprehension as a process of passing through a number of consecutive stages, or levels, where the output of each stage becomes the input for the next stage. It is, as it were, a one-way street (Buck, 2002)

Top-down processing (the second type) is explained as employing background knowledge in comprehending the meaning of a message. Background knowledge could represent listeners' previous knowledge or knowledge of the world about the topic of discourse. It also could be situational or contextual knowledge (Helgesen, Brown & Smith, 1996). In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. Context and situation involve such things as knowledge of the topic at hand, the speaker or speakers, and their correlation with the situation, as well as with each other and previous events. McLeod and McLaughlin (1986) find that as learners become more proficient, they are able to restructure incoming linguistic data into a larger pattern and understand the pattern as a whole. Thus, top-down processing assists listeners to get an overall view of the listening text.

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The interactive processing (the third type) overcomes the disadvantages of bottom-up processing and top-down processing to enhance the comprehension. In the early 1980s, it was the tendency that only top-down processing was acknowledged to improve L2 (second language) listening comprehension. However it is now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance listening comprehension. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input. Peterson (2001) asserts that listening comprehension is a multilevel, interactive process of meaning creation:

> *"When good listeners involve themselves with any type of spoken discourse, a number of processes work on various levels simultaneously to produce an understanding of the nature of the incoming speech. The higher level processes (top-down) are driven by listeners' expectations and understandings of the nature of text and the nature of the world. The lower level processes (bottom-up) are triggered by the sounds, words, and phrases which listeners hear as they attempt to decode speech and assign meaning"* (pg.88).

In sum, the complexity of listening involving bottom-up processing while listeners attend to incoming language and top-down processing as learners use background knowledge and expectations to create meaning simultaneously, requires learners to tap knowledge from various sources. (see Figure 2. 1).

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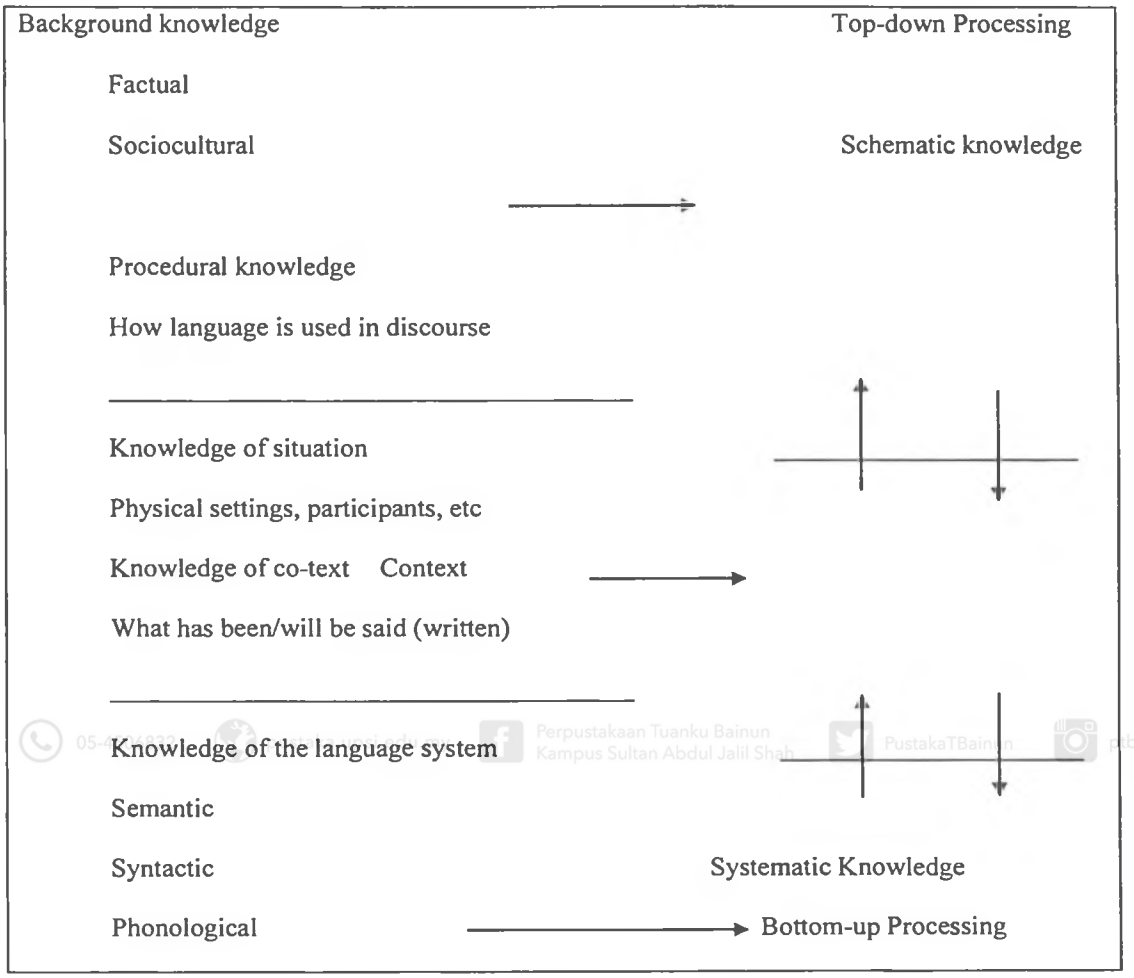


Fig.2.1 Information Sources in Listening Comprehension (Anderson & Lynch,1988:13)

2.10 Stimulation of affective learning by songs

Using English songs in ESL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will

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regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed.

A learner will acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in (Krashen, 1985). When the learner is in such an affective state as highly motivated, self-confident and at ease, the filter will be weak and allow in plenty of input, which means a positive attitude toward learning and the optimum state of language learning are present. On the contrary, the filter will become stronger when the learner is haunted with low motivation, lack of self-confidence and high anxiety. In that case, the learner is not ready for language acquisition or learning. The Affective Filter Hypothesis suggests that an ideal teacher should be capable of providing a classroom atmosphere conducive to motivating, encouraging his students and lessening their anxiety if there's any.

Studies by Domoney and Harris (1993) and Little (1983) investigates the prevalence of pop music in the lives of ESL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity - knowing what to say and producing language without pauses—in the language process. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek the music outside of the classroom. The repetitive style of songs then helps to promote automatization of second language learning.

Motivation is also a vital element in affective learning. Williams and Burden (1997: p.129) interpreted motivation as "a state of cognitive and emotional arousal, which

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leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)". Motivation can be triggered by either internal causes like the learner's interest, enthusiasm and desire or by such external influences as peer pressure. Many English songs, especially pop songs are quite popular among young adult ESL learners, such as "Yesterday Once More"," Right Here Waiting", and "My Heart will Go on". For one thing, these English songs employ the themes that appeal to young people, like holiday celebration, memories of childhood, love and friendship; and for another, many students desire to learn these English songs, because they want to model themselves on the Hollywood stars and singers or improve their status among the peers. The greater their desire is, the faster they learn. When they are learning fast and continuously making progress, they will be more confident, highly motivated and devoted to the learning task.

2.11 Multiple Intelligences Theory and Listening to English Songs

Using music and songs in classroom also support Howard Gardner's Theory of Multiple Intelligence which claims that human possess all the potential to maximize the development of these intelligences, more specifically the musical skills of the person. The theory of Multiple Intelligence (MI), proposed and elaborated by Gardner (2000), points out that there are a number of distinct types of intelligence possessed by each individual in varying degrees. In accordance with MI, human intelligence is categorized into at least nine primary types: verbal/linguistic intelligence, mathematical/logical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence,

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interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence, all of which are not isolated and irrelevant, but interdependent on and complementary with each other (see Table 2.1). Therefore, it is inappropriate to explore only one type of intelligence in ESL learning. Verbal/linguistic intelligence, musical/rhythmic intelligence, interpersonal intelligence, body/kinesthetic intelligence and even more may contribute to developing and complementing a learner's linguistic competence and enhance his ability of learning a foreign language. Listening to English songs is of great value to tap the learner's linguistic potentials through enchanting melodies, varying rhythms and image-evoking lyrics, which appeal to multidimensional development of human intelligence.

Apart from that, psycholinguistics researchers asserts that songs can activate language acquisition and learning in both hemisphere of the human brain (Carroll, 2000; Larsen-Freeman and Long, 2000). Songs enter the human brain— from left ear to right hemisphere—in a rather different way from our speech and thus can stimulate language learning in the right hemisphere.

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Table 2.1 Gardner's Eight Intelligences

Intelligence	*Core Components*	*End-States*
Logical-Mathematical	Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning.	Scientist Mathematician
Linguistic	Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language.	Poet Journalist
Musical	Abilities to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness.	Violinist Composer
Visual-Spatial	Capacities to perceive the visual-spatial world accurately and to perform transformations on one's initial perception.	Sculptor Navigator
Bodily-Kinesthetic	Abilities to control one's body movements and to handle objects skillfully.	Dancer Athlete
Interpersonal	Capacities to discern and respond appropriately to moods, temperaments, motivations, and desires of other people.	Therapist Salesman
Intrapersonal	Access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour; knowledge of one's own strengths, weaknesses, desires, and intelligences.	Person with detailed, accurate self-knowledge
Naturalist	Ability to detect patterns and organization in nature.	Biologist
Moralist	Sensitivity to ethical concern.	.....

Gardner & Hatch (1989)

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2.12 Summary

Concisely, the researcher has reviewed several studies on using songs in language classrooms. Reviews that involve the cognitive aspects, entails in listening skills whilst review on the affective aspects are those related to anxiety, enjoyment, to name a few. Research indicates that music plays a key role in student's life. More and more children are remembering what they hear on television or radio rather than the material taught in the classroom. It is up to the teacher to be more creative to make teaching interesting so that effective learning can take place. There are many songs to choose from but the teacher should be discerning enough to make the correct choice to suit the lesson objectives and teaching methods, so that students are motivated to learn more effectively. For these reasons, using songs in the classroom should be given priority as a tool of teaching listening comprehension. Since songs are not commonly used in the classroom, the need for further study in this area is desired. In view of that, it is necessary for researcher to carry out this study to find out the effectiveness of using songs in teaching listening comprehension among young adult LEP students.

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CHAPTER 3

METHODOLOGY

3.0 Introduction

The main objectives of this study is to investigate whether the use of songs in teaching listening comprehension will make any significant difference in the Limited English Proficiency (LEP) student's score when answering comprehension questions as compared to using recorded text. The specific research questions are as follow:

Q1. Is there a difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a recorded text.

Q2. What are the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities?

This chapter will discuss thoroughly the methodology which comprises of seven sections (a) the research design, (b) sample and samplings procedures, (c) research instruments, (d) data collection procedures, (e) data analysis procedures and (f) summary.

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3.1 Research Design

The research design chosen for this study was the pre-experimental design which involved the use of intact groups of LEP students undertaking the General English module. The students are divided into two intact groups; group one (n=58) and group two (n=58). By using this type of design, it will help the researcher to obtain the result on the effectiveness of using songs in teaching listening comprehension. Two types of listening materials will be administered that is the use of a popular English song and a recorded text.

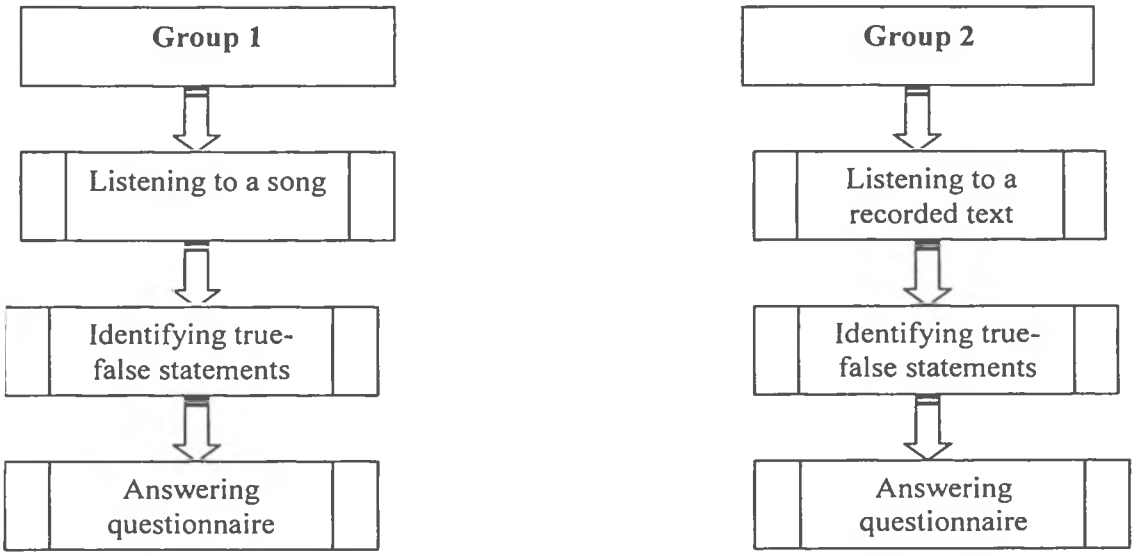
This pre experimental research design consists of two lessons for each group. In lesson one, Group 1 will listen to a song and will identify true-false statements based on the song. Then they will answer a set of questionnaire. The students in Group 2 will listen to a recorded text and will identify true-false statements based on the recorded text. Then they will answer a set of questionnaire. In lesson two, Group 1 will listen to a recorded text and will identify true-false statements based on the recorded text. Then they will answer a set of questionnaire. The students in Group 2 will listen to a song and will identify true-false statements based on the song. Then they will answer a set of questionnaire. This is illustrated in Figure 3.1 below.

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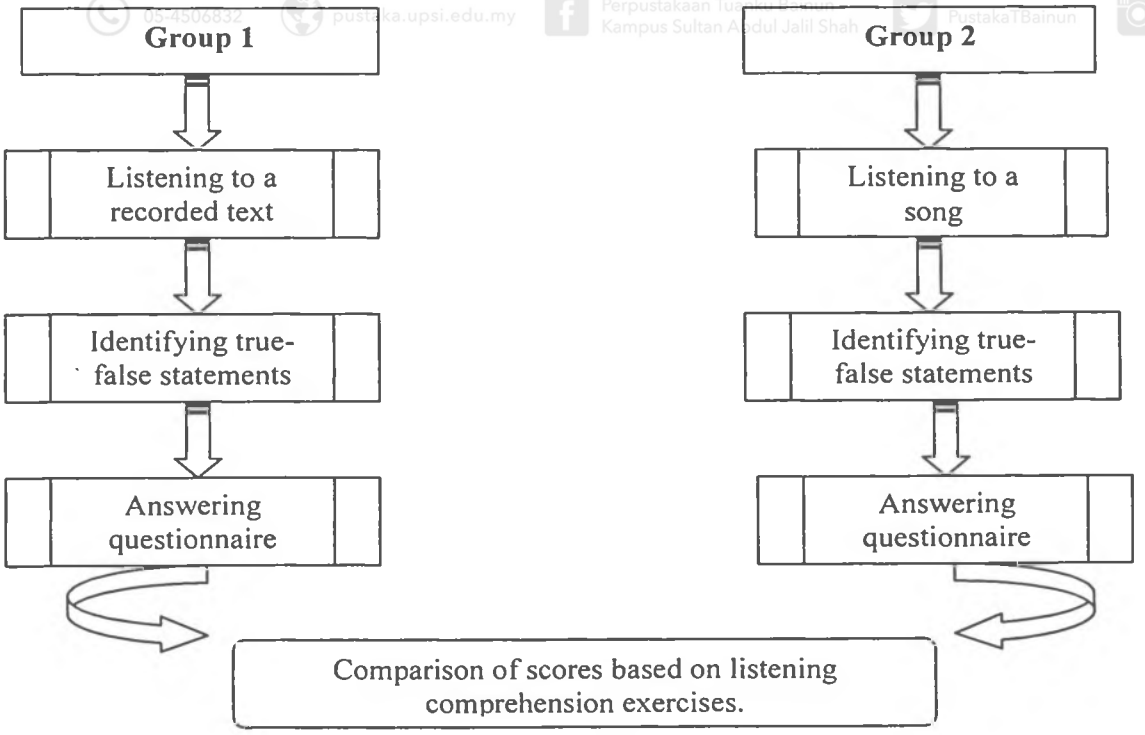
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Figure 3.1 : Research Design of the Study

LESSON 1



LESSON 2



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3.2 Selection of participants

The selection of participants for this research is based on convenience sampling from four classes of one hundred and sixteen students in the English For Communication 1 class in a Community College, between the ages of 19 and 21 years. All the students fall in the category of young adults. They were chosen irrespective of their gender, race and social background. These groups were chosen because they are considered LEP students based on their SPM English examination result. This is to ensure the data collected is valid for research study and analysis.

3.3 Research Instruments

For this research purpose, the researcher used a song and a recorded text accompanied with "True-false" statements and a set of questionnaire. The title of the song is "Perfect" by "Simple Plan" a French Canadian pop punk band. The recorded text were sourced from the internet. The "True-false" statements were based on the song and recorded text. There were ten statements for song and recorded text listening activity. These instruments are very important because they are the mediums in determining the validity of the data gathered. The result of the "True-False" statements and questionnaire will be the representation of the teaching and activities which will be conducted.

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3.3.1 Song

In this study a song title "Perfect" by Simple Plan a French Canadian pop punk band (refer to Appendix A for the lyric and Lesson Plan) will be used to teach listening comprehension. The number of words in this song is one hundred and forty-three. This song is used to teach listening comprehension because the aim of this study is to assess the student's ability in learning listening comprehension through songs. The students' scores will then be analyzed through the exercises given.

The reason why this song is selected because by using songs in language teaching, it will develop tremendous and outrageous interest in learning ESL. Besides that songs also provide a break from classroom routine and learning through songs develops a non-threatening classroom atmosphere in which the four skills can be enhanced, (Lo and Li, 1998).

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3.3.2 Recorded Text

This research also will be utilizing a recorded text entitled " Honesty Is Still The Best Policy' which were sourced from the internet,(refer to Appendix B for the text and Lesson Plan). The total number of words in this text is four hundred and seventy-five. The text touches on human issue, that is "honesty". This recorded text is used to teach listening comprehension because the researcher believed that it is a common method used to test LEP student's listening comprehension.

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3.3.3 "True - False" statement

The comprehension questions is in the True -False format (refer to Appendix C). This format is chosen to cater to the LEP proficiency level of the students. Ten questions are set for each listening task. The students will answer the questions while listening to each task.

3.3.4 Questionnaire

The questionnaire (refer to Appendix D) will be distributed to the students to both group upon completing the two tasks given in lesson one and two. This set of questionnaire is given to gauge the response from both group towards learning listening comprehension by using a song and a recorded text. The questionnaire is divided into 2 different sets. Each questionnaire consists of ten statements. The first set aims to gather student's feedback regarding using songs in teaching listening comprehension while the second set aims to elicit students feedback regarding the use of recorded text in teaching listening comprehension.

3.4 Data Collection Procedures

For this research, the data is taken from the scores obtained from the students response in Group 1 and Group 2. They will be given ten "True-false" statements after each activity is carried out. One correct answer is accepted for each question. The score of this "True-false" statements will be used to determine the effectiveness of the instruments utilized.

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At the end of the each lesson students will be given a set of questionnaire to answer. This is to find out the students' perceptions of the instruments utilized. The questionnaire was analysed to get the percentages.

3.5 Data Analysis Procedures

The data which were analyzed came from the 'true-false' statements and questionnaire from both group. The mean, median, mode and range will be calculated and presented in tabular form. The researcher also used the descriptive statistics to analyze the data collected. All the data and information collected purposely to seek answer and determine the validity of the research questions that have been put forward as to see whether the usage of songs enables to develop students' performance in listening comprehension.

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3.6 Summary

This chapter discusses the methods and procedures that are used in this study. It consists of the research design, sample and samplings procedures, research instruments, data collection procedures, data analysis procedures and summary of the chapter. A quantitative research design are used in this study. "In quantitative research, statistics are used to determine whether a relationship exists between two or more variables or not" (McMillan & Schumacher, 2006, p. 135). The analysis of the data will be presented in the next chapter.

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CHAPTER 4

ANALYSIS OF DATA AND FINDINGS

4.0 Introduction

The purpose of this study is to investigate the effectiveness of using songs to teach listening comprehension on LEP students. In order to find out the effectiveness of using songs, two sets of listening activities were conducted; a) listening to a song and b) listening to a recorded text.This study attempted to answer the following questions:

Q1. Is there a difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a recorded text ?

Q2. What are the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities?

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4.1 Collection of data

In the lesson conducted, the researcher collected students' responses and then corrected them. The marks were recorded in a table form. (Refer to appendix E1 – E4).

In order to answer the research questions the quantitative data collected through the "true-false" statements and questionnaire were analyzed according to the procedures presented in Chapter 3. This is to determine the effect of the instruments used in the study. The results are presented in the following section.

4.1.1 True-False Statements

The research is carried out with two groups of students which are Group 1(n=58) and Group 2 (n=58). Students in Group 1 listened to the song "Perfect" and answered 10 true-false statements based on the song in lesson 1. Then, in lesson 2, the students listened to a recorded text, "Honesty is Still the Best Policy" and also answered 10 true-false statements based on the recorded text. Likewise, students in Group 2 listened to the recorded text and answered 10 true-false statements in lesson 1. This is followed by lesson 2, where the students listened to the song and answered 10 true-false statements based on the song. The student's scores are presented in Table 4.1 and Table 4.2 below.

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Table 4.1 "True-False" Scores for Song

T-F Statement	Group 1 Scores for Song		Group 2 Scores for Song	
	No. of Students Giving Correct Response	No. of Students Giving Incorrect Response	No. of Students Giving Correct Response	No. of Students Giving Incorrect Response
1	41	17	39	19
2	56	2	58	0
3	53	5	55	3
4	57	1	57	1
5	51	7	50	8
6	50	8	45	13
7	53	5	53	5
8	54	4	52	6
9	55	3	56	2
10	58	0	58	0

Table 4.1 shows the number of correct and incorrect responses for the true-false statements for both Group 1 and Group 2 based on the listening activity that utilised the song "Perfect". The statement with the most correct responses scored is statement 10 as all 58 students in both groups had provided the correct response. However, the most incorrect responses are obtained for statement 1, with 17 and 19 incorrect responses for group 1 and Group 2 respectively. This is due to the students inability to recognise the correct spelling of the word "Perfect" in the song, as statement 1 had the word "Prefect" as the title of the song.

Table 4.2 also shows that students in both group had the same scores for statements 4, 7 and 10. The groups also had a difference of 1 mark scored for statements 5 and 9. They also displayed the difference of 2 marks scored for statement 1,2,4 and 8. However the highest difference of mark which is 5 marks is scored for statement 6. Group

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2 students had 45 correct responses compared to 50 correct responses given by students in group 1.

Therefore, it can be concluded that there is a slight difference of the scores obtained by both groups.

Table 4.2 "True-False' Scores for Recorded Text

T-F Statement	Group 1 Scores for Recorded Text		Group 2 Scores for Recorded Text	
	No. of Students Giving Correct Response	No. of Students Giving Incorrect Response	No. of Students Giving Correct Response	No. of Students Giving Incorrect Response
1	56	2	57	1
2	53	5	57	1
3	53	5	52	6
4	43	15	40	18
5	54	4	54	4
6	27	31	19	39
7	52	6	53	5
8	58	0	58	0
9	58	0	55	3
10	57	1	57	1

Table 4.2 shows the number of correct and incorrect responses for the true-false statements for group 1 and Group 2 based on the listening activity that utilised the recorded text.

The highest correct responses are recorded for statement 8 with all 58 students in both Group 1 and Group 2 answering the statement correctly. However the lowest correct responses is obtained for statement 6 with only 27 students in Group 1 and 19 students in Group 2 who obtained the correct response.

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Table 4.2 also shows that students in both groups had the same scores for statements 5, 8 and 10. The groups also obtained a mark difference for statements 1.3 and 7. Students also obtained 3 marks of difference for statements 4 and 9. There is a difference of 4 marks scored for statement 2 as 53 students in Group 1 answered the statement correctly compared to 57 students in Group 2. The highest difference score is obtained for statement 6 as there are 27 correct responses obtained by students in Group 1 as compared to 19 correct responses obtained by students in Group 2.

On the whole, the scores obtained showed a slight difference between the two groups in the listening comprehension activity which utilises a recorded text. There is a slight difference in the scores obtained by students in Group 1 and Group 2 for the listening comprehension activity that utilises the song. Besides that, there is an increase in the difference of the scores obtained by students in Group 1 and 2 for the listening comprehension activity that utilises the recorded text.

The comparison of the students scores for song and recorded text is done based on groups to answer:

4.1.2 Research question 1

Is there a difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a text?

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Table 4.3 Comparisons of Students' Scores for Song and Recorded Text

Scores	10/10	9/10	8/10	7/10	6/10	5/10	4/10	3/10	2/10	1/10	0/10
Song Grp 1	25	21	6	5	0	1	0	0	0	0	0
Text Grp 1	15	24	12	6	1	0	0	0	0	0	0
Song Grp 2	20	25	6	7	0	0	0	0	0	0	0
Text Grp 2	7	33	11	5	2	0	0	0	0	0	0

Table 4.3 shows the scores obtained by students for both Group 1 and Group 2 for the listening activities that utilised the song and recorded text. It shows that there is a difference in the scores obtained for the listening lesson that utilises the song as compared to the listening comprehension lesson that utilises the recorded text for Group 1. 43% (n=25) students obtained full marks (10/10) for the true-false statements based on song as compared to 26% (n=15) students for the recorded text. Meanwhile, 36% (n=21) students for the lesson that utilises the song and 41% (n=24) students for the lesson that utilises the recorded text obtained the score of 9/10. 10% (n=6) students for the lesson that utilises the song and 21% (n=12) students for the lesson that utilises the recorded text obtained the score of 8/10. 9% (n=5) students for the lesson that utilises the song and 10% (n=6) students for the lesson that utilises the recorded text obtained the score of 7/10. 2% (n=1) student obtained the score of 5/10 and 6/10 for the lesson that utilises the song and recorded text respectively.

Table 4.3 also shows that there is a difference in the scores obtained for the listening lesson that utilises the song as compared to the listening comprehension lesson that utilises the recorded text for Group 2. 35% (n=20) students obtained full marks

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(10/10) for the true-false statements based on song as compared to 12% (n=7) students for the recorded text. Meanwhile, 43% (n=25) students for the lesson that utilises the song and 57% (n=33) students for the lesson that utilises the recorded text obtained the score of 9/10. 10% (n=6) students for the lesson that utilises the song and 19% (n=11) students for the lesson that utilises the recorded text obtained the score of 8/10. 12% (n=7) students for the lesson that utilises the song and 9% (n=5) students for the lesson that utilises the recorded text obtained the score of 7/10. 3% (n=2) students obtained the score of 6/10 for the lesson that utilises the recorded text .

4.1.3 Research Question 2

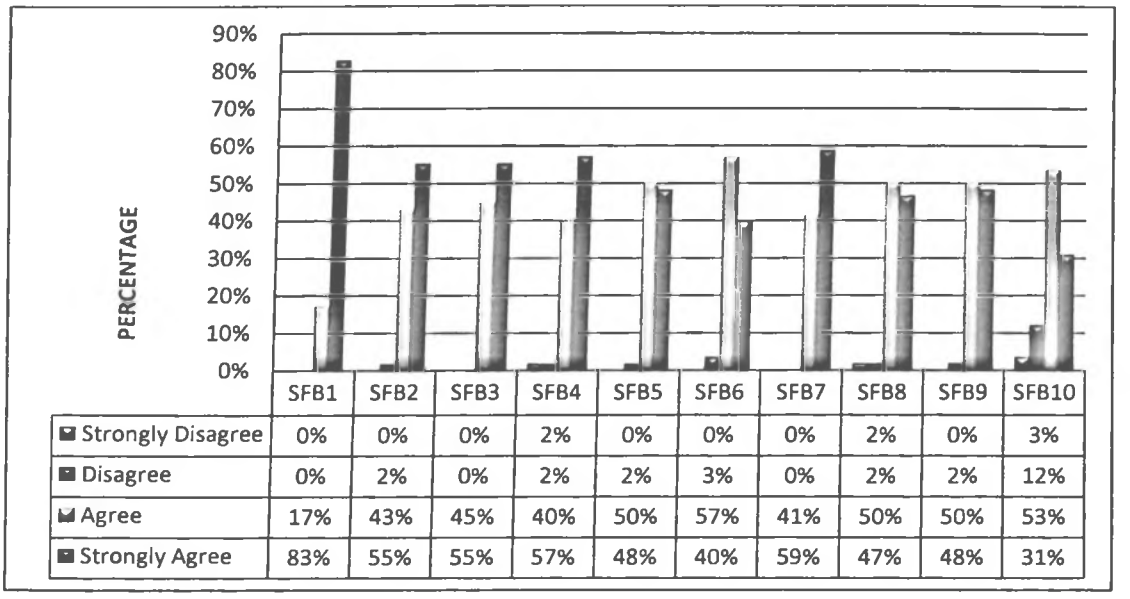
What are the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities?

In order to analyse the students' perception pertaining to the instruments used during the listening comprehension activities, students' responses to the statements in the questionnaire administered are shown in the following bar chart: Figure 4.1 (p.54), Figure 4.2 (p.54), Figure 4.3 (p.57) and Figure 4.4 (p.57)

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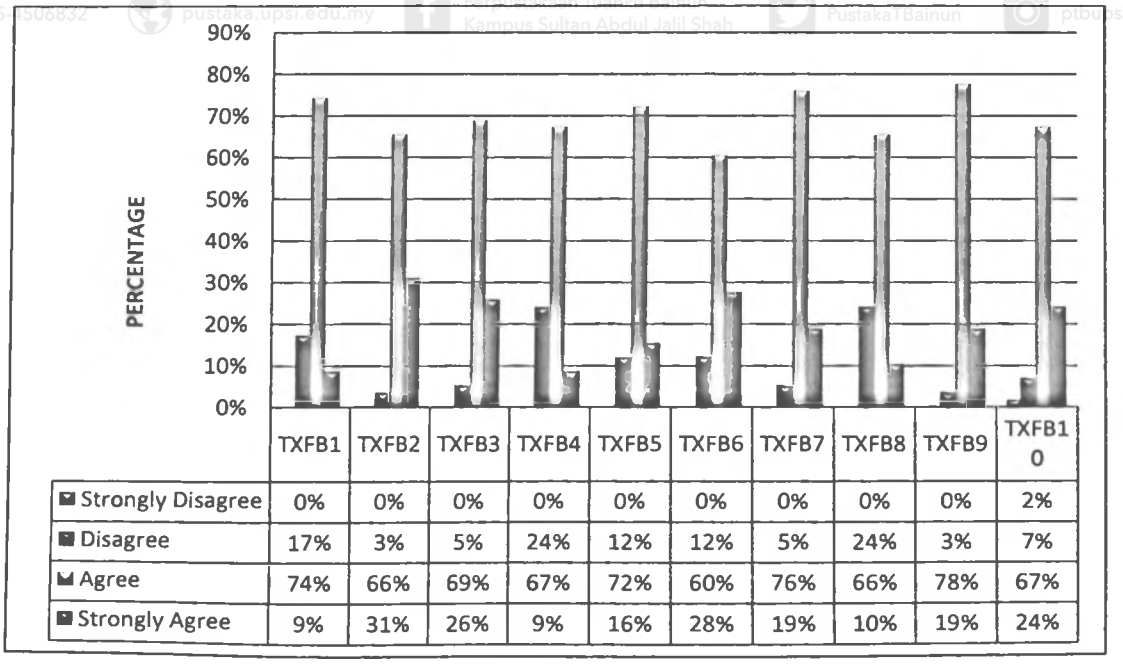
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Figure 4.1 Group 1: Students' Feedback on Song



	SFB1	SFB2	SFB3	SFB4	SFB5	SFB6	SFB7	SFB8	SFB9	SFB10
Strongly Disagree	0%	0%	0%	2%	0%	0%	0%	2%	0%	3%
Disagree	0%	2%	0%	2%	2%	3%	0%	2%	2%	12%
Agree	17%	43%	45%	40%	50%	57%	41%	50%	50%	53%
Strongly Agree	83%	55%	55%	57%	48%	40%	59%	47%	48%	31%

Figure 4.2 Group 1: Students' Feedback on Recorded Text



	TXFB1	TXFB2	TXFB3	TXFB4	TXFB5	TXFB6	TXFB7	TXFB8	TXFB9	TXFB10
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%
Disagree	17%	3%	5%	24%	12%	12%	5%	24%	3%	7%
Agree	74%	66%	69%	67%	72%	60%	76%	66%	78%	67%
Strongly Agree	9%	31%	26%	9%	16%	28%	19%	10%	19%	24%

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In Group 1 (Figure 4.1 & Figure 4.2), 83% students strongly agreed and 17.7 % agreed with statement 1 of the feedback on song, "I like to listen to songs". Whilst 9% strongly agreed, 74% agreed and 17% disagreed with statement 1 of the feedback on recorded text, "I like listening to the recorded text". For statement 2 of the feedback on song, "Songs help me to improve my English", 55% of the students strongly agreed, 43% agreed and 2% disagreed. For statement 2 of the feedback on recorded text, "Recorded texts help me to improve my English', 31% strongly agreed, 66% agreed and 3% disagreed. In statement 3 on the song feedback, "Songs will help me in learning the English Language", 55% students in Group 1 strongly agreed, and 45% agreed. In statement 3 on the recorded text feedback, "Recorded texts will help me in learning the English Language", 26% strongly agreed, 69% agreed and 5% disagreed.

As for statement 4 on the song feedback, "I think learning is fun using songs", 57% of the students strongly agreed, 40% agreed, 2% disagreed and 2% strongly disagreed. For statement 4 on the recorded text feedback, "I think learning is fun using recorded texts8", only 9% strongly agreed, 67% agreed and 24% disagreed. Statement 5 on song feedback, "Songs motivates me to learn English", 48% of the students strongly agreed, 50% agreed and 2% agreed. As for statement 5 on the recorded text feedback, "Recorded texts motivate me to learn English", 16% strongly agreed with that statement, 72 % agreed and 12% disagreed. For statement 6 on the song feedback, "The lyrics of the song help me to learn to listen and comprehend", 40% strongly agreed, 57% agreed and 3% disagreed. For statement 6 on the recorded text feedback, "The recorded texts helps me to learn to listen and comprehend", 28% of the students strongly agreed, 60% agreed and 12% disagreed.

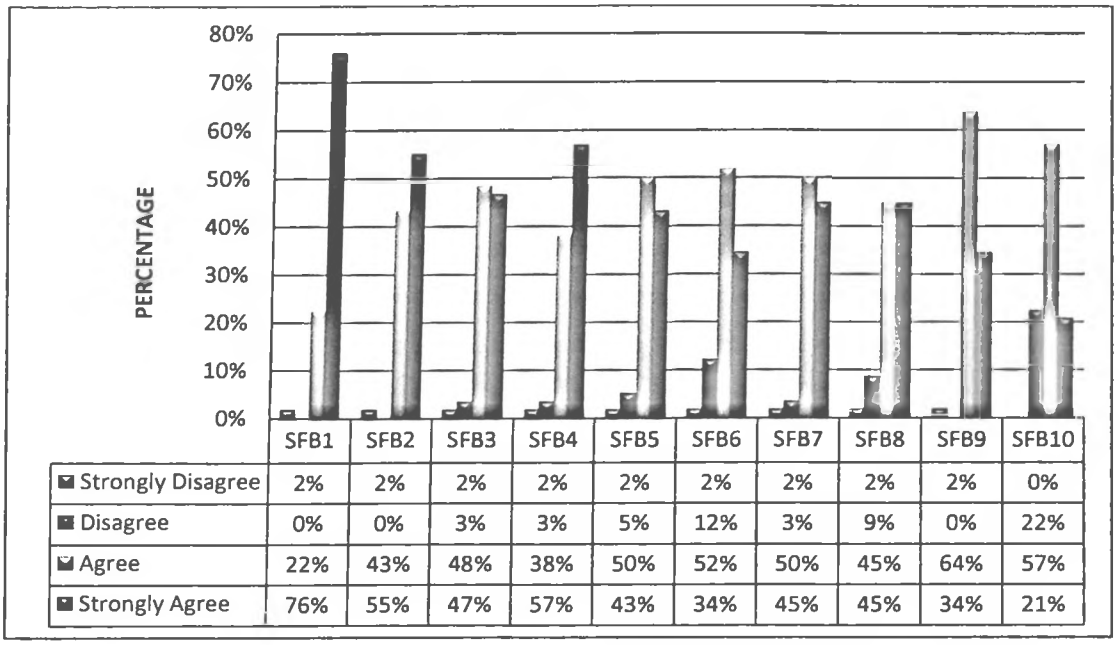
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In statement 7 on the song feedback, "I enjoy the lesson taught today", 59% of the students in Group 1 strongly agreed, and 41% agreed. Whilst in statement 7 on the recorded text feedback, "I enjoy the lesson taught today", only 19% of the students strongly agreed, 76% agreed and 5% disagreed. 47% of the students strongly agreed, 50% agreed, 2% disagreed and 2 % strongly disagreed in statement 8 on the song feedback, "I enjoy the lesson because of the song". Only 10% of the students strongly agreed, 66% agreed and 24% disagreed in statement 8 on the recorded text feedback, "I enjoy the lesson because of the recorded text". For statement 9 on the song feedback, "The song used in the lesson was suitable" 48% strongly agreed, 50% agreed and 2% disagreed. As for statement 9 on the recorded text feedback, "The recorded text used in the lesson was suitable", 19% strongly agreed, 78% agreed and 3% disagreed. In statement 10 on the song feedback, "The sound quality of the song was excellent" 31% strongly agreed, 53% agreed, 12% disagreed and 3% strongly disagreed. Whilst in statement 10 on the recorded text feedback, "The sound quality of the recorded text was excellent", 24% of the students strongly agreed, 67% agreed, 7% disagreed and 2% strongly disagreed.

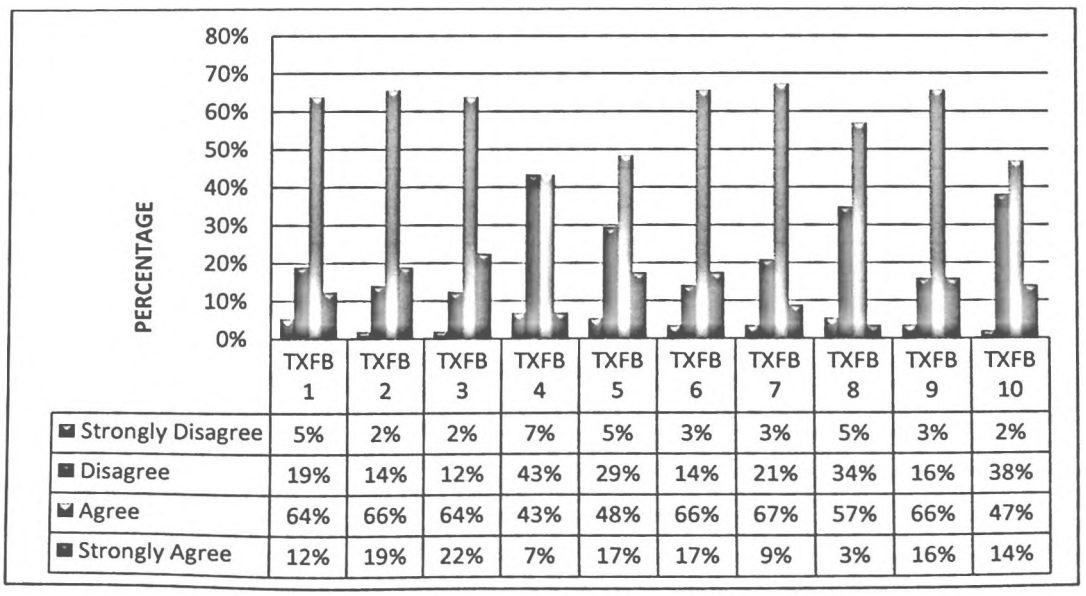
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Figure 4.3 Group 2: Students' Feedback on Song



	SFB1	SFB2	SFB3	SFB4	SFB5	SFB6	SFB7	SFB8	SFB9	SFB10
Strongly Disagree	2%	2%	2%	2%	2%	2%	2%	2%	2%	0%
Disagree	0%	0%	3%	3%	5%	12%	3%	9%	0%	22%
Agree	22%	43%	48%	38%	50%	52%	50%	45%	64%	57%
Strongly Agree	76%	55%	47%	57%	43%	34%	45%	45%	34%	21%

Figure 4.4 Group 2: Students' Feedback on Recorded Text



	TXFB 1	TXFB 2	TXFB 3	TXFB 4	TXFB 5	TXFB 6	TXFB 7	TXFB 8	TXFB 9	TXFB 10
Strongly Disagree	5%	2%	2%	7%	5%	3%	3%	5%	3%	2%
Disagree	19%	14%	12%	43%	29%	14%	21%	34%	16%	38%
Agree	64%	66%	64%	43%	48%	66%	67%	57%	66%	47%
Strongly Agree	12%	19%	22%	7%	17%	17%	9%	3%	16%	14%

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In Group 2 (Figure 4.3 & Figure 4.4), 76% students strongly agreed and 22 % agreed and 2% strongly disagree with statement 1 of the feedback on song, "I like to listen to songs". Whilst 12% strongly agreed, 64% agreed, 19% disagreed and 5% strongly disagreed with statement 1 of the feedback on recorded text, "I like listening to the recorded text". For statement 2 of the feedback on song, "Songs help me to improve my English", 55% of the students strongly agreed, 43% agreed and 2% strongly disagreed. For statement 2 of the feedback on recorded text, "Recorded texts help me to improve my English", 19% strongly agreed, 66% agreed, 14% disagreed and 2% strongly disagreed. In statement 3 on the song feedback, "Songs will help me in learning the English Language", 47% Group 2 students strongly agreed, and 48% agreed, 3% disagreed and 2% strongly disagreed. In statement 3 on the recorded text feedback, "Recorded texts will help me in learning the English Language", 22% strongly agreed, 64% agreed, 12% disagree and 2% strongly disagreed.

As for statement 4 on the song feedback, "I think learning is fun using songs", 57% of the students strongly agreed, 38% agreed, 3% disagreed and 2% strongly disagreed. For statement 4 on the recorded text feedback, "I think learning is fun using recorded text", only 7% strongly agreed, 43% agreed, 43% disagreed and 7% strongly disagreed. Statement 5 on song feedback, "Songs motivates me to learn English", 43% of the students strongly agreed, 50% agreed, 5% disagreed and 2% strongly disagreed. As for statement 5 on the recorded text feedback, "Recorded texts motivate me to learn English", 17% strongly agreed with that statement, 48 % agreed, 29% disagreed and 5% strongly disagreed. For statement 6 on the song feedback, "The lyrics of the song help me

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to learn to listen and comprehend", 34% strongly agreed, 52% agreed, 12 % disagreed and 2% strongly disagreed. For statement 6 on the recorded text feedback, "The recorded text helps me to learn to listen and comprehend", 17% of the students strongly agreed, 66% agreed, 14% disagreed and 3% strongly disagreed.

In statement 7 on the song feedback, "I enjoy the lesson taught today", 45% of the students in Group 2 strongly agreed, 50% agreed, 3% disagreed and 2% strongly disagreed. Whilst in statement 7 on the recorded text feedback, "I enjoy the lesson taught today", only 9% of the students strongly agreed, 67% agreed, 21% disagreed and 3% strongly disagreed. 45% of the students strongly agreed, 45% agreed, 9% disagreed and 2 % strongly disagreed in statement 8 on the song feedback, "I enjoy the lesson because of the song". Only 3% of the students strongly agreed, 57% agreed, 34% disagreed and 5% strongly disagreed in statement 8 on the recorded text feedback, "I enjoy the lesson because of the recorded text". For statement 9 on the song feedback, "The song used in the lesson was suitable" 34% strongly agreed, 64% agreed and 2% strongly disagreed. As for statement 9 on the recorded text feedback, "The recorded text used in the lesson was suitable", 16% strongly agreed, 66% agreed, 16% disagreed and 3%stronly disagreed. In statement 10 on the song feedback, "The sound quality of the song was excellent" 21% strongly agreed, 57% agreed, and 22% disagreed. Whilst in statement 10 on the recorded text feedback, "The sound quality of the recorded text was excellent", 14% of the students strongly agreed, 47% agreed, 38% disagreed and 2% strongly disagreed.

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4.2 Summary

In this chapter, the analyses and results of the true-false and questionnaire statements were shown. Research question 1 were meant to see if there is any difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a text. For this reason, two sets of true-false statements were used; (a) listen to comprehension activity which utilises a song (b) listen to comprehension activity which utilises a text.

As for research question 2, the question was meant to get the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities. Overall, the results show that the listening activity which utilises the song is more effective as both group demonstrated better performance in answering true-false statements as compared to listening comprehension activity which utilises a text.

The discussion, conclusion of the study, implications and suggestions will be discussed in Chapter 5.

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CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

Songs contain the power of music as well as the power of lyrics. While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world. As Holmes and. Moulton (2001) state, songs "grasps our imagination, emotions, and intellect with equal force regardless of our language backgrounds" (p. 2).

The main purpose of this study was to investigate the effectiveness of using songs to teach listening comprehension among LEP young adult learners . It attempted to answer the following research questions:

Q1. Is there a difference in the scores of students in the listening comprehension activity which utilises a song as compared to the listening comprehension activity which utilises a recorded text?

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Q2. What are the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities?

A total of one hundred and sixteen General English students were selected from one of the Higher Learning Institution located in Perak. The students were chosen based on their SPM English results. The students were divided into two groups; Group 1 consists of fifty-eight Limited English Proficiency (LEP) students and Group 2 also consists of fifty-eight Limited English Proficiency (LEP) students. The instrument used in this study consists of lyric of the song titled "Perfect", the recorded text titled "Honesty is Still the Best Policy" and two sets of true-false statements and a set of questionnaire to enable collection of data for the study. The data collected were analyzed to determine the effect of the instruments used in the study.

This chapter presents the discussion, implications, suggestions and conclusion that follow from the results and findings reported in Chapter 4. As mentioned in chapter 4 the results of the findings shows there was a slight difference in the scores of students in the listening comprehension activity which utilizes a song as compared to the listening activity which utilizes a recorded text.

5.1 Discussions

Numerous benefits of song have been raised up by the research studies summarized in the previous chapters. Researchers and educators (Saricoban & Metin, 2000; Grenough, 2001; Orlova,2003; Futonge, 2005; Brown, 2006) strongly agreed that songs are very

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popular in language teaching because of several factors such as: (a) songs are interesting and relaxing which will encourage a friendly environment or atmosphere, (b) the beat of the songs aids memory because songs have a lot of repetition of structures that can facilitate for consolidation and internalization, (c) songs contribute variety of activities which help to gain students' interest. The study showed that songs played an important role in the learning of listening comprehension. The results of this study indicated that using songs could indeed be an effective means of helping students learn listening comprehension. Introducing songs into classroom instruction significantly change the routine and provide students with better appreciation of the language through learning sentence pattern, stress and proper intonations of words and grammar usage.. The overall results of this study signified that the listening comprehension activity which utilizes a song is more effective as compared to listening comprehension activity which utilizes a recorded text. The result of the true-false statements based on listening comprehension activity which utilizes a song proved that twenty-five students in Group 1 and twenty students in Group 2 obtained full marks (10/10) . Whilst only fifteen students in Group 1 and seven students in Group 2 obtained full marks (10/10) for the true-false which utilizes a recorded text in the listening comprehension activity.

Even though the results of the findings showed there was a slight difference in the scores of students in the listening comprehension activity which utilizes a song as compared to the listening activity which utilizes a recorded text. Nevertheless, the results suggest that the students are more interested in learning listening comprehension when using English songs. The findings from this study support earlier studies (Medina, 1993; Jedynak, 2000; Saricoban, 2000; Orlova, 2003 Yang 2002; Chiang, 2003; Tee and Fah, 2005) which

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show that the use of songs as an instrument in teaching listening comprehension is more effective as compared to the use of recorded text.

To investigate the students' perceptions pertaining to song and recorded text utilised in the listening comprehension activities, the students' from both groups were asked to answer a set of questionnaire. The findings showed that students were agreed and strongly agreed on all the statements pertaining to songs as compared to listening comprehension activity pertaining to recorded text. The results of this study is very much in line with Peregoy and Boyle (2008) statement, which encouraged teachers to ''Sing a song a day! Songs bring levity, laughter, and beauty into your classroom'' (p. 127).

5.2 Implications of the study

The findings of this study have several implications in supporting the use of songs in listening comprehension to promote English Language. The positive effect of using songs in the classroom can be justified on the grounds that it give out full mental and affective power in language learning and promote language awareness. The teachers can, by using songs in lessons, contribute a great deal to help learners improve listening skills because "teachers who make it clear that they believe in the value of listening work and who plan and conduct listening sessions in a purposeful way will find that their students grow in confidence and soon begin to experience the pleasure that listening successfully can bring" (M. Underwood,1989, p. 28).

The results of this study also provide support for the Multiple Intelligence Theory proposed by Howard Gadner (2000) which claims that human possess all the potential to

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maximize the development of these intelligences, more specifically the musical skills of the person. The traditional method of listening to students reading the text one after another not only boring but create a "frightful" experience, especially to low proficient learners. Listening to songs as proofed by this study can reduced the learner's psychological barriers, such as anxiety, lack of self-confidence and as well as boost the learner's desire to grasp the target language. English as Second Language learners are easily moved and motivated by the singers, the music, the variety of rhythm, and the popular themes. According to Tim Murphey (1992), songs can become "a tool which we can use to animate and facilitate language learning and acquisition" (p. 16). Furthermore, songs are comprehensible, enjoyable, authentic and full of language we need in real life. These intrinsic merits that songs possess also recommend themselves as effective materials of instruction in ESL classrooms. If used properly by the teacher, English songs are excellent means whereby ESL learners will cultivate interests and high motivation in the target language as well as develop linguistic intelligence and language awareness.

5.3 Suggestions

Teachers should use songs in their teaching and learning activity as song create an enjoyable, relaxing atmosphere thus provide a positive impact to low proficiency students in learning English language. Additionally using songs as part of language learning can be theoretically supported Steven Krashen's affective filter hypothesis and it can also aid automaticity (Gatbonton and Segalwitz: 1988). Krashen's affective filter hypothesis proposes that optimum learning takes place in a non-threatening, low anxiety

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environment with high stimulation. According to Krashen, the learner's emotional state (his/her inner feelings and attitude) acts like a filter that can be adjusted and either impedes or welcomes input needed for language acquisition. Negative emotions, such as anxiety, demotivation or lack of confidence act like a filter and can prevent the learner from responding to the linguistic input from his/her environment. Songs helps create and sustain an environment which evokes positive emotions, lowering the affective filter, and thus facilitating language acquisition.

In selecting songs for English Language teaching, Poppleton (2001), make the following suggestions: (a) Song lyrics should be clear and loud, not submerged in the instrumental music, (b) The vocabulary load for the song should be appropriate to the proficiency level of the learners and (c) Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent acts or sex, or inappropriate religious allusions.

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5.4 Recommendations for Future Research

This study was conducted at one of the Higher Learning Institution in Perak and the results may not be generalized to the entire population. Nevertheless , based on the findings discussed above, a few suggestions as to how future research may lead to the improvement of the teaching of listening comprehension by using songs. Future studies need to be made in which songs of different genre can be utilized. Apart from exposing students to only one genre of English songs, such as pop songs, teachers can also expose the English as a second

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language learners to varieties of genre such as Hip-hop, Jazz, Rhythm and Blues, Reggae and Heavy Metal to name a few. This is necessary since songs differ in terms of characteristics (e.g., motivational level) which will eventually influence the amount of listening comprehension learning skills of the students. Futhermore, Wu (2000) claimed that the characteristics of lyrics of these songs are usually short, simple, repetitive, rhymed, affective, conversation- like features. Hence, these characteristics will be put into service by language teachers in language teaching.

It would also be interesting if the course developer for the Public or Private Higher Learning Institution to take into consideration using songs in the listening activities for students in the respective institution.

5.5 Conclusion

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A good listening comprehension lays the corner-stone for developing other skills in second language learning (Shen, 2009). Hence, the use of songs as an instrument in teaching listening comprehension not only improves listening skill but other skills as well. A song's positive associations can turn language activities drawn from it into a more enjoyable experience. And by presenting a whole story or argument in a brief and accessible form, song can lay the groundwork neatly for listening comprehension as well as roleplays, discussions and writing activities. In addition, Shen (2009) asserts that "listening to English songs will prepare ESL learners to the genuine English language they are to be faced with". Finally, properly used, songs can be a useful and versatile resource for teaching.

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APPENDICES

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APPENDIX A

SONG LYRIC
PERFECT – BY SIMPLE PLAN

Hey dad look at me
Think back and talk to me
Did I grow up according to plan?
And do you think I'm wasting my time doing things I wanna do?
But it hurts when you disapprove all along

And now I try hard to make it
I just want to make you proud
I'm never gonna be good enough for you
I can't pretend that
I'm alright
And you can't change me

'Cuz we lost it all
Nothing lasts forever
I'm sorry
I can't be perfect
Now it's just too late and
We can't go back
I'm sorry
I can't be perfect

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I try not to think
About the pain I feel inside
Did you know you used to be my hero?
All the days you spent with me
Now seem so far away
And it feels like you don't care anymore

And now I try hard to make it
I just want to make you proud
I'm never gonna be good enough for you
I can't stand another fight
And nothing's alright

'Cuz we lost it all
Nothing lasts forever
I'm sorry
I can't be perfect
Now it's just too late and
We can't go back
I'm sorry
I can't be perfect

(143 words)

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Lesson Plan 1

Class : General English
Topic : Perfect
Time : 4.00 – 5.00
Theme : Social Issue
Goal : 1. To enable students' to listen, and understand the song.
2. To develop students' ability to listen and respond to the song heard.

Learning Outcome : By the end of the lesson, students' should be able to:
1. listen extensively and answer 8/10 True-False questions correctly.
2. give feedback to questionnaire.

Stage/Time	Teacher's Activity	Student's Activity	AVA
Introduction (10") (pre Listening)	• Shows picture of the band to the class. • Elicit information base on the picture given.	• Listen, guess and answer the questions.	Picture
"Listening To Song" (20") (While Listening)	• Teacher distributes the T-F statements of the song to the students' and asks them to read silently. • Teacher explain and play the song once. • Teacher play the song again. • Teacher collect the T/F exercise from students'.	• Read silently. • Listen to the song. • Students' answer the exercise given.	Worksheet Song title "Perfect"
Post listening (15")	• Discuss the values found in the song .	Voluntarily gives their opinion.	
Closure (10")	• Teacher distributes a set of questionnaire. • Teacher collect the questionnaire.	Students' select their option.	

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APPENDIX B

RECORDED TEXT

HONESTY IS STILL THE BEST POLICY

I read in the newspaper the other day that we tell an amazing number of lies everyday. According to the article we very seldom say exactly what we think. In most cases we prefer to avoid the truth rather than hurt other people's feelings. Usually we believe we are being polite or respectful of others but in actual fact we simply cannot face telling others what they do not wish to hear. Are people really ready for the whole truth and nothing but the truth? Isn't it easier to tell a "little white lie" or be dishonest if there is no penalty?

We live in a world where dishonesty is more or less taken for granted. We expect politicians to tell lies. We expect them to make huge promises that they will never be able keep. We expect businessmen to try to take advantage of television viewers by broadcasting deceitful advertising. We expect students to cheat by using plagiarism in their written work. We even expect pollsters to give inexact results of survey in order to influence our opinions in one way or another. But isn't it terrible to say that we live in a world where no one seems to be honest? In my opinion people are far more honest than we expect them to be. A few months ago I was on a train with a friend of mine. We were returning home from a short trip to the center of town, and we had a lot of shopping bags with us. We chattered all along the trip, so we hardly notice the sign of our home station until the train was ready to shut the doors. When we finally understood it was

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time to get off, we picked up our bags and dashed out of the wagon. We stood on the platform totally out of breadth.

When the train left I suddenly realized that I didn't have my purse. I only remembered leaving it on the seat next to me. I was very upset and said this was the end of the world. My friend kept telling me that I would find my purse again, but I didn't believe a word of what she said. We walked home and I told her that I would never see that purse again. Deep inside I wanted someone to find the purse and have the decency to give it back to me. When we finally got home there was a message on my answering machine. Someone had seen me leaving the wagon without my purse. That person had gone straight to the police station at the next stop and left off the purse. I couldn't believe my eras. I would get my purse back! And most importantly, I realized that there are a lot of people who still believe that "Honesty is the best policy."

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(475 words)

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Lesson Plan 2

Class : General English
Topic : Honesty is Still The Best Policy
Time : 5.00 –6.00
Theme : Social Issue
Goal : 1. To enable students' to listen, and understand the recorded text.
2. To develop students' ability to listen and respond to the recorded text.

Learning Outcomes: By the end of the lesson, students should be able to:
1. listen extensively and answer 8/10 True-False questions correctly.
2. give feedback to questionnaire.

Stage/Time	Teacher's Activity	Student's Activity	AVA
Introduction (10") (Pre Listening)	• To elicit personal qualities of a friend .	• Question and answer.	
"Listening To Recorded Text" (20") (While Listening)	• Teacher distributes the T-F questions of the recorded text to the students' and asks them to read silently. • Teacher explain and play the recorded text once. • Teacher play the recorded text again. • Teacher collect the T/F exercise from students'.	• Read silently. • Listen to the recorded text. • Students' identify the T/F statements while listening to the recorded text.	Worksheet Recorded text title "Honesty is Still The Best Policy"
Post Listening (15")	• Discuss the values found in the recorded text .	Voluntarily gives their opinion.	
Closure (15")	• Teacher distributes a set of questionnaire. • Teacher collect the questionnaire.	Students select their option.	

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APPENDIX C

TRUE- FALSE STATEMENTS FOR SONG

Name : _____

Class : _____

Tick (√) True or (√) False for each of the statement below.

No.	Statements	True	False
1.	The title of the song is "Perfect".		
2.	The singer is talking to his father.		
3.	The singer felt hurt when his father disapproved his plan.		
4.	The singer just wanted his father to be proud of him.		
5.	The singer is not going to be good enough for his father.		
6.	The father was not his hero.		
7.	They had spent some time together before.		
8.	The singer does not want to quarrel with his father.		
9.	He told his father that he is a perfect person.		
10.	The singer is trying to be honest with his father.		

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TRUE- FALSE STATEMENTS FOR RECORDED TEXT

Name : _____

Class : _____

Tick (√) True or False for each of the statement below.

No.	Statements	True	False
1.	The title of the text is "Honesty is Still the Best Policy".		
2.	People tell lies every day.		
3.	We live in a world where dishonesty is more or less taken for granted.		
4.	We expect politicians not to tell lies.		
5.	The speaker was with a friend on a train.		
6.	They carried a few shopping bags with them		
7.	They stood on the platform totally out of breadth.		
8.	When the train left the speaker realized that she did not have her purse.		
9.	The speaker was not very upset about losing her purse.		
10.	Someone found the purse and returned it to the police station.		

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APPENDIX D

STUDENT'S FEEDBACK ON THE USE OF SONG

Please tick (√) to indicate your response.

Part A: Student's Profile

1. Gender ☐ Male ☐ Female
2. SPM Qualification ☐ Grade 1 ☐ Grade 2 ☐ Grade 3
3. Semester ☐ 1 ☐ 2 ☐ 3
4. Program (please state) _____

Part B: The use of Song

Please tick (√) the appropriate box to indicate your view of using songs in teaching listening comprehension.

(**SD** - Strongly Disagree, **D** - Disagree, **A** - Agree, **SA** - Strongly Agree)

	SD	D	A	SA
1. I like to listen to songs.				
2. Songs help me to improve my English.				
3. Songs will help me in learning the English Language.				
4. I think learning is fun using songs.				
5. Songs motivate me to learn English.				
6. The lyrics of the song help me to learn to listen and comprehend.				
7. I enjoy the lesson taught today.				
8. I enjoy the lesson because of the song.				
9. The song used in the lessons was suitable.				
10. The sound quality of the song was excellent.				

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STUDENT'S FEEDBACK ON THE USE OF RECORDED TEXT

Please tick (√) to indicate your response.

Part A: Student's Profile

1. Gender ☐ Male ☐ Female
2. SPM Qualification ☐ Grade 1 ☐ Grade 2 ☐ Grade 3
3. Semester ☐ 1 ☐ 2 ☐ 3
4. Program (please state) _____

_____

Part B: The use of Recorded Text

Please tick (√) the appropriate box to indicate your view of using the recorded text in teaching listening comprehension.

(**SD** - Strongly Disagree, **D** - Disagree, **A** - Agree, **SA** - Strongly Agree)

	SD	D	A	SA
1. I like listening to the recorded text.				
2. Recorded texts helps me to improve my English.				
3. Recorded texts will help me in learning the English Language.				
4. I think learning is fun using recorded texts.				
5. Recorded texts motivate me to learn English.				
6. Recorded text helps me to learn to listen and comprehend.				
7. I enjoy the lesson taught today.				
8. I enjoy the lesson because of the recorded text.				
9. The recorded text used in the lessons was suitable.				
10. The sound quality of the recorded text was excellent.				

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APPENDIX E1

Table 1. Raw data for correlation analysis.

Scores for song Group 1

No.of Participants	Qs1	Qs2	Qs3	Qs4	Qs5	Qs6	Qs7	Qs8	Qs9	Qs10	ToTal
1	x	/	x	/	/	x	/	/	/	/	7
2	/	/	/	x	x	/	/	/	/	/	8
3	/	/	/	/	/	/	/	/	/	/	10
4	/	/	/	/	x	/	/	/	/	/	9
5	/	/	/	/	/	/	/	/	/	/	10
6	x	/	/	/	/	x	/	/	/	/	8
7	x	/	/	/	/	x	x	/	/	/	7
8	x	/	/	/	/	/	/	/	/	/	9
9	x	/	/	/	/	x	/	/	/	/	8
10	x	/	/	/	/	/	/	/	/	/	9
11	x	/	/	/	/	/	/	/	/	/	9
12	x	/	/	/	/	/	/	/	/	/	9
13	/	/	/	/	/	/	x	/	/	/	9
14	/	/	/	/	/	/	x	/	/	/	9
15	/	/	/	/	/	/	/	/	/	/	10
16	x	/	/	/	/	/	/	/	/	/	9
17	x	/	/	/	/	/	/	/	/	/	9
18	/	/	/	/	/	/	/	/	/	/	10
19	x	/	/	/	/	/	/	/	/	/	9
20	/	/	/	/	/	x	/	/	/	/	9
21	/	/	/	/	/	/	/	/	/	/	10
22	/	/	/	/	/	/	/	/	/	/	10
23	/	/	/	/	/	/	/	/	/	/	10
24	/	/	/	/	/	x	/	/	/	/	9
25	/	/	/	/	/	/	/	/	/	/	10
26	/	/	/	/	x	/	/	/	/	/	9
27	x	/	/	/	x	/	/	x	/	/	7
28	/	/	/	/	/	/	/	/	/	/	10
29	/	/	x	/	/	/	/	x	/	/	8
30	/	/	/	/	/	/	/	/	/	/	10
31	/	/	/	/	/	/	/	/	/	/	10
32	x	/	/	/	/	/	/	/	/	/	9
33	/	/	x	/	/	x	/	/	/	/	8
34	/	/	/	/	/	/	/	x	x	/	8
35	/	/	/	/	/	/	/	/	/	/	10
36	/	/	/	/	/	/	/	/	/	/	10
37	/	/	/	/	/	/	/	/	/	/	10
38	/	/	/	/	x	/	/	/	/	/	9
39	/	/	/	/	/	/	/	/	/	/	10

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40	/	x	/	/	/	/	/	/	/	/	9
41	/	/	/	/	/	/	/	/	/	/	10
42	x	/	/	/	/	/	/	/	/	/	9
43	x	/	/	/	/	/	/	/	/	/	9
44	/	/	/	/	/	/	/	/	/	/	10
45	/	/	/	/	/	/	/	/	/	/	10
46	/	/	/	/	x	/	/	/	/	/	9
47	/	x	/	/	/	/	x	/	x	/	7
48	/	/	x	/	/	/	/	/	x	/	7
49	/	/	/	/	/	/	/	/	/	/	10
50	/	/	/	/	/	/	/	/	/	/	10
51	/	/	/	/	/	/	/	/	/	/	10
52	/	/	/	/	/	/	/	/	/	/	10
53	x	/	/	/	/	/	/	/	/	/	9
54	x	/	/	/	x	x	x	x	/	/	5
55	/	/	/	/	/	/	/	/	/	/	10
56	/	/	/	/	/	/	/	/	/	/	10
57	/	/	/	/	/	/	/	/	/	/	10
58	/	/	x	/	/	/	/	/	/	/	9
TT.no of '/' statements	41	56	53	57	51	50	53	54	55	58	
TT.no of 'x'statements	17	2	5	1	7	8	5	4	3	0	

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APPENDIX E2

Raw data for correlation analysis.

Scores for song Group 2

No.of Participants	Qs1	Qs2	Qs3	Qs4	Qs5	Qs6	Qs7	Qs8	Qs9	Qs10	ToTal
1	/	/	x	/	/	/	/	/	/	/	9
2	/	/	/	/	x	/	/	/	/	/	9
3	/	/	/	/	/	/	/	/	/	/	10
4	x	/	/	/	/	x	x	/	/	/	7
5	/	/	/	/	/	/	/	/	/	/	10
6	/	/	/	/	/	/	/	x	/	/	9
7	/	/	/	/	/	/	/	/	/	/	10
8	/	/	x	/	/	/	/	/	/	/	9
9	/	/	/	/	/	/	/	/	/	/	10
10	/	/	/	/	/	/	/	/	/	/	10
11	/	/	/	/	/	x	/	/	/	/	9
12	x	/	/	/	x	/	/	x	/	/	7
13	/	/	/	/	/	/	/	/	/	/	10
14	/	/	/	/	/	/	/	/	/	/	10
15	/	/	/	/	/	/	/	/	/	/	10
16	x	/	/	/	/	/	/	/	/	/	9
17	x	/	/	/	/	/	/	/	/	/	9
18	/	/	/	/	/	/	/	/	/	/	10
19	x	/	/	/	/	/	/	/	/	/	9
20	/	/	/	/	x	/	/	/	/	/	9
21	/	/	/	/	/	/	/	/	/	/	10
22	x	/	/	/	/	/	/	/	/	/	9
23	/	/	/	/	/	/	/	/	/	/	10
24	x	/	/	x	/	/	/	/	/	/	8
25	x	/	/	/	/	/	/	/	/	/	9
26	/	/	/	/	x	x	/	x	/	/	7
27	x	/	/	/	/	/	/	/	/	/	9
28	/	/	/	/	/	/	/	/	/	/	10
29	x	/	/	/	/	/	/	/	/	/	9
30	x	/	/	/	/	/	/	/	/	/	9
31	/	/	/	/	/	x	x	/	/	/	8
32	/	/	/	/	/	/	/	/	/	/	10
33	/	/	/	/	/	x	/	/	/	/	9
34	/	/	/	/	/	x	/	/	/	/	9
35	/	/	/	/	/	/	/	/	/	/	10
36	x	/	x	/	/	/	/	/	x	/	7

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37	/	/	/	/	x	/	/	/	/	/	9
38	x	/	/	/	/	/	x	/	x	/	7
39	/	/	/	/	/	x	/	x	/	/	8
40	/	/	/	/	x	/	/	x	/	/	8
41	/	/	/	/	/	x	/	/	/	/	9
42	/	/	/	/	/	x	/	/	/	/	9
43	/	/	/	/	x	/	/	/	/	/	9
44	x	/	/	/	x	/	/	x	/	/	7
45	/	/	/	/	/	x	/	/	/	/	9
46	/	/	/	/	/	/	/	/	/	/	10
47	/	/	/	/	/	/	/	/	/	/	10
48	/	/	/	/	/	/	/	/	/	/	10
49	x	/	/	/	/	x	/	/	/	/	8
50	/	/	/	/	/	x	x	/	/	/	8
51	/	/	/	/	/	/	/	/	/	/	10
52	x	/	/	/	/	/	/	/	/	/	9
53	x	/	/	/	/	/	/	/	/	/	9
54	/	/	/	/	/	x	/	/	/	/	9
55	x	/	/	/	/	/	/	/	/	/	9
56	/	/	/	/	/	/	/	/	/	/	10
57	/	/	/	/	/	/	/	/	/	/	10
58	x	/	/	/	/	/	x	/	/	/	7
TT.no of '/' statements.	39	58	55	57	50	45	53	52	56	58	
TT.no of 'x' statements	19	0	3	1	8	13	5	6	2	0	

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APPENDIX E3

Raw data for correlation analysis.

Scores for Text Group 1

No.of Participants	Qs1	Qs2	Qs3	Qs4	Qs5	Qs6	Qs7	Qs8	Qs9	Qs10	ToTal
1	/	/	/	/	/	x	x	/	/	/	8
2	/	/	/	/	/	x	x	/	/	x	7
3	/	/	/	/	/	x	/	/	/	/	9
4	/	/	/	/	/	x	/	/	/	/	9
5	/	/	/	x	/	/	/	/	/	/	9
6	/	/	/	/	/	x	/	/	/	/	9
7	/	/	/	/	/	x	/	/	/	/	9
8	/	/	x	x	x	/	x	/	/	/	6
9	/	/	x	x	/	x	/	/	/	/	7
10	/	/	/	/	/	/	x	/	/	/	9
11	/	/	/	/	/	/	/	/	/	/	10
12	/	/	/	/	/	/	/	/	/	/	10
13	/	/	/	/	/	x	/	/	/	/	9
14	/	/	/	/	/	x	/	/	/	/	9
15	/	x	/	/	/	x	/	/	/	/	8
16	/	/	/	/	/	/	/	/	/	/	10
17	/	/	/	x	/	x	/	/	/	x	7
18	/	/	x	/	/	x	x	/	/	/	7
19	/	/	x	x	/	/	/	/	/	/	8
20	/	/	/	/	/	x	/	/	/	/	9
21	/	/	/	/	/	/	/	/	/	/	10
22	x	/	/	/	x	/	/	/	/	/	8
23	/	/	/	/	x	x	/	/	/	/	8
24	/	/	/	/	/	x	/	/	/	/	9
25	/	/	/	/	/	x	/	/	/	/	9
26	/	/	/	/	/	/	/	/	/	/	10
27	/	/	x	/	/	/	/	/	/	/	9
28	/	/	/	/	/	/	/	/	/	/	10
29	/	/	/	x	/	/	/	/	/	/	9
30	/	/	/	/	/	/	/	/	/	/	10
31	/	/	/	/	/	x	/	/	/	/	9
32	/	x	/	/	/	x	/	/	/	/	8
33	/	x	/	/	/	x	x	/	/	/	7
34	/	/	/	x	/	x	/	/	/	/	8
35	/	/	/	x	/	x	/	/	/	/	8
36	/	/	/	/	/	/	/	/	/	/	10
37	/	/	/	/	/	/	/	/	/	/	10
38	/	x	/	x	/	/	/	/	/	/	8
39	/	x	/	x	/	x	/	/	/	/	7

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40	/	/	/	/	/	x	/	/	/	/	9
41	/	/	/	x	/	x	/	/	/	/	8
42	/	/	/	x	/	/	/	/	/	/	9
43	/	/	/	/	/	x	/	/	/	/	9
44	/	/	/	/	/	/	/	/	/	/	10
45	/	/	/	/	/	/	/	/	/	/	10
46	/	/	/	/	x	/	/	/	/	/	9
47	/	/	/	/	/	x	/	/	/	/	9
48	/	/	/	/	/	x	/	/	/	/	9
49	/	/	/	/	/	x	/	/	/	/	9
50	/	/	/	x	/	/	/	/	/	/	9
51	/	/	/	x	/	x	/	/	/	/	8
52	/	/	/	/	/	x	/	/	/	/	9
53	/	/	/	/	/	/	/	/	/	/	10
54	x	/	/	/	/	x	/	/	/	/	8
55	/	/	/	/	/	/	/	/	/	/	10
56	/	/	/	/	/	/	/	/	/	/	10
57	/	/	/	/	/	/	/	/	/	/	10
58	/	/	/	x	/	/	/	/	/	/	9
TT.no of '/' statements	56	53	53	43	54	27	52	58	58	57	
TT.no of 'x'statements	2	5	5	15	4	31	6	0	0	1	

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APPENDIX E4

Raw data for correlation analysis.

Scores for Text Group 2

No.of Participants	Qs1	Qs2	Qs3	Qs4	Qs5	Qs6	Qs7	Qs8	Qs9	Qs10	ToTal
1	/	/	/	x	/	/	/	/	/	/	9
2	/	/	/	/	x	x	/	/	/	/	8
3	/	/	/	x	/	x	/	/	/	/	8
4	/	/	/	/	/	/	x	/	/	/	9
5	/	/	x	/	/	x	/	/	/	/	8
6	/	/	/	/	/	x	/	/	/	/	9
7	/	/	/	/	/	/	/	/	/	/	10
8	/	/	/	/	/	x	x	/	/	/	8
9	/	/	/	/	/	x	x	/	/	/	8
10	/	/	/	/	/	x	/	/	/	/	9
11	/	/	/	/	/	x	/	/	/	/	9
12	/	/	/	/	/	x	/	/	/	/	9
13	/	/	/	x	/	x	/	/	/	/	8
14	/	/	/	/	/	x	/	/	/	/	9
15	/	/	/	x	/	/	/	/	/	/	9
16	/	/	/	/	/	x	/	/	/	/	9
17	/	/	/	/	/	x	/	/	x	/	8
18	/	/	/	/	/	x	/	/	/	/	9
19	/	/	/	x	/	/	/	/	/	/	9
20	/	/	/	/	/	/	/	/	/	/	10
21	/	/	/	/	/	/	/	/	/	/	10
22	/	/	/	x	/	/	/	/	/	/	9
23	/	/	/	/	/	x	x	/	/	/	8
24	/	/	/	/	/	/	/	/	/	/	10
25	/	/	/	x	/	x	/	/	/	/	8
26	x	/	x	/	x	x	/	/	/	/	6
27	/	/	/	x	/	/	/	/	/	/	9
28	/	/	x	x	/	x	/	/	/	/	7
29	/	/	/	/	/	x	/	/	/	/	9
30	/	/	/	x	/	/	/	/	/	/	9
31	/	/	/	/	/	x	/	/	/	/	9
32	/	/	/	/	/	/	/	/	/	/	10
33	/	/	/	/	/	/	/	/	/	/	10
34	/	/	/	/	/	x	/	/	/	/	9
35	/	/	/	x	/	/	/	/	/	/	9
36	/	/	/	x	x	x	/	/	/	/	7
37	/	x	x	x	/	x	/	/	/	/	6
38	/	/	x	/	/	x	/	/	/	/	8

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39	/	/	/	/	/	x	/	/	/	/	9
40	/	/	/	x	/	x	/	/	/	/	8
41	/	/	/	/	/	x	/	/	/	/	9
42	/	/	/	x	/	/	/	/	/	/	9
43	/	/	/	/	/	x	/	/	/	/	9
44	/	/	/	x	/	/	/	/	/	/	9
45	/	/	/	/	/	x	/	/	/	/	9
46	/	/	/	/	x	/	/	/	/	/	9
47	/	/	/	/	/	x	/	/	/	/	9
48	/	/	/	/	/	/	/	/	/	/	10
49	/	/	x	x	/	x	/	/	/	/	7
50	/	/	/	/	/	x	/	/	/	/	9
51	/	/	/	/	/	x	/	/	/	/	9
52	/	/	/	/	/	x	x	/	x	/	7
53	/	/	/	/	/	x	/	/	/	/	9
54	/	/	/	/	/	x	/	/	/	/	9
55	/	/	/	/	/	x	/	/	/	/	9
56	/	/	/	/	/	/	/	/	x	/	9
57	/	/	/	x	/	x	/	/	/	x	7
58	/	/	/	/	/	x	/	/	/	/	9
TT.no of '/' statements.	57	57	52	40	54	19	53	58	55	57	
TT.no of 'x' statements	1	1	6	18	4	39	5	0	3	1	

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APPENDIX F

A sample of the participants' consent letter.

CONSENT TO TAKE PART AS A PARTICIPANT

I consent to take part as a participant in the research : **The Effectiveness of Using Songs in Teaching Listening Comprehension Among Young Adult Learners.**

The nature and general purpose of the research procedure involved have been explained by Pn. Nor Hasiah. The researcher understands that I may terminate my service as a participant in this research any time I desire.

I understand that any data collected from me will be held in confidence.

Witness

Signed ....
(Researcher) (Participant's signature)

Date : .....

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