THE EFFECTIVENESS OF LISTENING TO MUSIC ON ENHANCING ENGLISH LANGUAGE SKILLS AMONG ENGLISH LITERATURE STUDENTS

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1. INTRODUCTION

English language learning (ELL) has become increasingly important in today’s globalized world, where English is the language of instruction for higher education and a valuable skill for employment opportunities (Brown, 2007). However, many ELL learners face challenges in improving their listening skills, which are essential for understanding and communicating with native speakers (Rahayu, 2023). Listening is a complex skill that involves understanding both the linguistic and non-linguistic features of speech (Syakir, 2021). EFL learners often have difficulty with listening comprehension due to factors such as unfamiliarity with the English language and accent, limited vocabulary, and lack of exposure to authentic English listening materials (Rahayu, 2023).

Music is a widely accessible and motivating resource that can be used to support EFL learners in improving their listening skills. Listening to music is a popular and enjoyable way to improve listening skills, and research has shown that it can be effective for both native and non-native speakers also it can help EFL learners to improve their listening comprehension, vocabulary acquisition, pronunciation, and overall motivation (Schmidt, 2001; Whitman, 2005; Syakir, 2021; Wong, 2014). Music provides exposure to authentic language, creates a fun and motivating learning environment, and can help learners to relax and focus on listening comprehension tasks.

A number of studies have investigated the effectiveness of music in improving ELL learners’ listening comprehension skills. For example, a study by Schmidt (2001) found that ELL learners who listened to English music for 30 minutes a day for five weeks showed significant improvement in
their listening comprehension scores. A study by Wong (2014) found that ELL learners who listened to English music for 60 minutes a day for five weeks showed significant improvement in their listening comprehension scores and their ability to identify and correct their own pronunciation errors.

Furthermore, to improving listening comprehension, music can also be used to improve other aspects of language learning, such as vocabulary acquisition and pronunciation. For example, a study by Bahrami and Bahrami (2016) found that ELL learners who listened to English music for 30 minutes a day for four weeks showed significant improvement in their vocabulary acquisition. A study by Aliakbari and Mohammadi (2018) found that ELL learners who listened to English music for 60 minutes a day for five weeks showed significant improvement in their pronunciation. Another study found that EFL learners who listened to English songs with lyrics displayed on the screen showed greater improvement in their listening comprehension skills than learners who listened to songs without lyrics (Chen & Chang, 2017).

In addition to the research findings outlined above, there are a number of potential benefits of using music in ELL instruction. First, music can help to create a positive and engaging learning environment. Music can also help to motivate learners and increase their willingness to participate in classroom activities. Second, music can provide learners with exposure to authentic language used in a variety of contexts. This exposure can help learners to develop their listening comprehension skills and expand their vocabulary. Third, music can help learners to develop a better understanding of English intonation and rhythm. This can help them to improve their pronunciation and communication skills.

Overall, the research suggests that listening to music can be an effective way to support ELL learners’ listening development, vocabulary acquisition, pronunciation, and overall motivation. While there is ample empirical evidence to suggest that music can enhance language acquisition, there is a gap in the literature regarding the effectiveness of music on learning English as a foreign language among UAD English Literature students. Therefore, the purpose of this study is to fill this gap by investigating the effectiveness of listening to music on the English language skills of UAD English Literature students.

2. METHOD
To investigate the effectiveness of listening music on learning English as a foreign language on UAD English Literature students, this study will use a quantitative non-correctional research design. Quantitative research is research that examines the relationship between variables (Creswell, 2014; Eni, 1967). Data measured using quantitative methods will be analyzed using statistical analysis procedures (Bryman, 2012). In this study, the dependent variable will be learning English and the independent variable will be listening music. We can describe it into X as Listening to Music and Y as Learning English.

The regression test will be used to examine the relationship between the dependent and independent variables. Regression is a statistical method to find out how much one variable, the dependent variable, is affected by another variable, the independent variable (Healey, 2019; Paul & Louw, 2022). In this study, the regression test will be used to examine how much learning English is affected by listening music.

The participants in this study will be UAD English Literature students. A sample of 6 participants was randomly selected from UAD English Literature students. The instrument used to collect data from both variables was a questionnaire in the form of a statement.

The first data obtaining technique used in this study is questionnaire collection. The data should next be analyzed using the regression analysis technique. The data's validity and reliability will then be tested. The outcomes of the data analysis will then be concluded at the end of this research.

3. RESULT AND DISCUSSION
An analysis was conducted to investigate the correlation between listening to music and Learning English. The findings were subjected to a regression test to quantify the relationship. Subsequently, the validity and reliability of the data were assessed using established statistical techniques.

3.1 Regression test
To determine the impact of listening to music (X) on English learning (Y), the researchers employed regression analysis as their data analysis method. The outcomes of the regression analysis are presented in Table 1.

Figure 3.1: Regression Test Based on IBM SPSS 27 Data Processing Results

The initial table provides a summary of the researcher’s regression test findings. The significance of each symbol will be clarified in the subsequent section.

Table 1 Regression test

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), TLM
b. Dependent Variable: TLE

\[^2 = \frac{\text{regression sum of squares}}{\text{total sum of squares}} = \frac{SSR}{SST}\]

r^2 : regression test results

X : listening music

Y : Learning English.

(1) The R-squared value of 0.596 indicates that listening to music (X) accounts for 60% out of 100% of the variability in English learning (Y).

(2) Based on the regression test results, which show an R-squared value of 60%, it can be concluded that listening to music (X) has a significant impact on Learning English (Y). The remaining 40% of the variance in Learning English (Y) can be attributed to other unmeasured factors.

(3) If the R square values are 50%>, it means that the analysis results show that the influence of the X and Y variables is not substantial. When the results of the regression test analysis reveal a value 50%>, it is safe to assume that the results are significant and that the two variables have a huge impact.

3.2 Validity test

In quantitative research, the validity test is employed to assess the accuracy and appropriateness of the questionnaire data collected from participants. Validity, as defined by Ahmed and Ishtiaq (2021), is a crucial factor in determining the effectiveness of research. To establish whether the questionnaire used in the research is valid or invalid, a validity test is conducted.

The following are the outcomes of the researcher’s analysis using a validity test, which aims to gauge the validity of the questionnaire administered to the participants.

Information of Table 2:

df = validity

N = number of respondents

Formula: df = (N-2)

(6-2) = 4

Tab. 3.2 Validity test

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Statistics</th>
<th>Item-Total Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scale Mean if Item Deleted</td>
<td>Scale Variance if Item Deleted</td>
</tr>
<tr>
<td>LM1</td>
<td>36.67</td>
<td>12.267</td>
</tr>
<tr>
<td>LM2</td>
<td>36.67</td>
<td>12.267</td>
</tr>
<tr>
<td>LM3</td>
<td>36.50</td>
<td>12.700</td>
</tr>
<tr>
<td>LM4</td>
<td>37.50</td>
<td>11.500</td>
</tr>
<tr>
<td>LM5</td>
<td>36.67</td>
<td>10.267</td>
</tr>
<tr>
<td>LE2</td>
<td>37.17</td>
<td>14.567</td>
</tr>
<tr>
<td>LE3</td>
<td>36.50</td>
<td>12.700</td>
</tr>
<tr>
<td>LE4</td>
<td>36.50</td>
<td>12.700</td>
</tr>
<tr>
<td>LE5</td>
<td>36.50</td>
<td>12.700</td>
</tr>
</tbody>
</table>

(1) The corrected item-total correlation value serves as an indicator of questionnaire validity. In this instance, the questionnaire comprises ten statements (LM1-LM5 and LE1-LE5) administered to six respondents. The formula below can be used to determine the validity scores:

According to Table 2 (validity table), LM3, LE3, LE4, and LE5 are deemed valid questionnaires. This implies that four out of ten questionnaires are valid, with scores 0.878>.

Furthermore, the degree of freedom (df) is found to be 4. Referring to Table 1, which presents df = N-2 with a probability of 0.05, the corresponding value is 0.878. Hence, valid analysis results are those that 0.878>.
3.3 Reliability test

Reliability refers to the consistency of measurement results obtained through an instrument. According to Sürücü (2020), reliability assesses the consistency of respondents' answers to a questionnaire. To determine whether the responses are consistent or not, a reliability test is conducted. Referring to Table 2, the following data is obtained for measuring reliability:

(1) The instrument reliability table refers to Cronbach’s Alpha if the item is Deleted. This table indicates which items in the questionnaire are valid. $Df = N-2$ with a probability of 0.05, resulting in a value of 0.878. Therefore, valid analysis results are those that 0.878 >.

(2) Based on Table 2, it can be concluded that several questionnaire instruments are fairly reliable, provided that the obtained value 0.878 >.

3.4 Effect of Listening to Music on Learning English as a Foreign Language on English Literature Students

The regression analysis revealed an r-squared value of 0.596 for the 'Listening to music' variable in relation to the 'Learning English' outcomes of English literature students. The magnitude of this r-squared value indicates a statistically significant relationship between the two variables. This suggests that the 'Listening to music' variable has a positive and effective impact on the 'Learning English' outcomes of English literature students. An increase in the 'Listening to music' variable is likely to correspond with an improvement in 'Learning English' performance.

Research by Kim and Hong (2020) investigated the effectiveness of music as a pedagogical tool for English language learning. Their findings revealed a positive impact of music on various aspects of language acquisition, including vocabulary development, pronunciation practice, and overall language proficiency.

Therefore, English literature students can enhance their English learning outcomes by incorporating listening to music into their learning practices. However, it is important to acknowledge that 'Learning English' is also influenced by various other factors. Ghanbari and Peymani (2018) identified three main categories of factors that influence language learning: individual factors, social factors, and instructional factors. Individual factors include age, motivation, and learning styles. Younger learners often exhibit greater adaptability and plasticity in acquiring new languages. Learners with intrinsic motivation, driven by a genuine interest in the language and its culture, tend to achieve higher levels of proficiency. Individual learning preferences, such as auditory, visual, or kinaesthetic styles, influence how learners effectively absorb and process language input.

Social factors include interactions with native speakers or peers who share the target language, as well as the overall atmosphere and support within the learning environment. Interactions with native speakers or peers provide opportunities for authentic language practice and exposure to natural language usage. The overall atmosphere and support within the learning environment can foster or hinder language acquisition.

Instructional factors include the quality of teaching and the use of appropriate teaching methods. Well-trained and experienced teachers who employ effective teaching strategies can maximize learning outcomes. The choice of teaching methods should align with the learners’ needs, learning styles, and the specific language skills being targeted. These other factors complement the factor of 'Listening to music', which collectively contribute to improving students' English learning skills.

The findings of this study align with the views expressed by Simamora, Harapan, and Kesumawati (2020), who asserted that learning tools are among the most influential factors affecting student achievement. Listening to music is a medium or tool employed by English literature students to enhance their English learning and improve their English skills. To develop strong English language skills, students should incorporate listening to music into their learning practices, particularly for listening comprehension, which is directly linked to music exposure.

According to Gholami and Lekić (2018), Music has emerged as a valuable pedagogical tool in language learning, demonstrating its ability to enhance
motivation, engagement, and language acquisition. Music's rhythmic and melodic nature facilitates the processing and retention of language information, leading to improved vocabulary acquisition, pronunciation practice, and overall language proficiency. Additionally, music has a number of cognitive and motivational benefits that can be leveraged for language learning said Franco-Salinas, Díaz, and Arroyo (2016). For example, music can help to improve attention, memory, and processing speed. Music can also be a powerful motivator, which can lead to increased engagement and learning outcomes (Gardner, 2010).

Integrating music into language instruction creates a more enjoyable, effective, and memorable learning experience for students of all ages and backgrounds.

4. CONCLUSION

Drawing upon the findings of this research and regression tests, it can be concluded that listening to music positively impacts students' English learning skills. This conclusion is supported by the significant regression test result of 0.596, indicating an R-squared value that falls within the range of significant numbers. Consequently, the frequency of listening to music directly correlates with its effectiveness in influencing English language proficiency. It is important to acknowledge that other factors also contribute to English learning outcomes, including individual factors, social factors and instructional factors.

To enhance students' English proficiency, the author recommends incorporating listening to music into English learning, recognizing individual factors, fostering a supportive learning environment, and emphasizing teacher quality and teaching methods. Listening to music can improve auditory processing, vocabulary acquisition, and overall language comprehension. Adapting teaching methods to individual learning styles and preferences can cater to each student's unique needs. Creating a positive and engaging learning environment that fosters collaboration and interaction can provide authentic language exposure. Emphasizing well-trained teachers who employ effective teaching strategies can tailor methods to align with students' learning styles and specific language skills. By implementing these recommendations, educators can empower students to develop their English proficiency and achieve their language learning goals.

REFERENCES


