

CHAPTER ONE

INTRODUCTION

The present study is entitled “Use of English Songs in Enhancing the Listening Skill of Grade 10 Students.” This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

In this era of globalization, English, as an international language, has become the most popular foreign language not only in Nepal but all over the world. People from different countries use it as a main language for communication. English is one of the languages having central function in the development of intellectual, social and emotional factors of the students. English also functions as a lingua franca. It has very wide scope. Therefore, it is taught and learnt all over the world. In learning English, students are supposed to master all the language skills though listening and speaking skills are more emphasized. However, there are many obstacles that the students face while learning English.

The obstacles are such as use of unsuitable methods by the teachers and lack of motivation from the students. Problem existing in students' poor mastery of English listening skill is that most of the students have very short attention and lack of motivation. The teachers have to find out the suitable method to motivate the students in order to make them interested in learning English so that the goal of teaching listening can be reached.

As we know, we can speak sensibly only if we understand what is said. In fact, people cannot talk if they cannot hear other people's talk. That simply

means, if there is not enough language input there is no output. No deaf person can speak clearly because he cannot hear clearly. That means, we can speak correctly and fluently only if we hear how it is spoken, how the stress is managed, what words are pronounced in what ways. Therefore, to be a good speaker, we should be a good listener first. Without being a good listener, we can't be a good speaker. It's because listening skill is prerequisite to speaking skill.

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. Among these skills, listening and speaking are felt difficult to be mastered, because they need more attention and concentration to comprehend the sounds (listening material) and more motivation and reinforcement to produce not only the sounds but the whole utterance accordingly. Therefore, not only speaking but listening too is a complex and active skill. In other words, the process of listening is complex in which many things happen simultaneously inside the mind and then comes out in the form of speech. Besides being complex, listening is far more difficult than any people can imagine (Mee, 1990).

There are some reasons why listening skill is felt difficult to be mastered by the students. First, the students begin to learn English by reading and writing, instead of listening and speaking. In fact, any language to be learnt it needs sufficient exposure. Only reading and writing cannot be enough. Reading is different from listening, like writing is different from speech. The biggest difference is that speech consists of sounds. Learners must know the sound system; otherwise, they cannot understand speech. Moreover, writing uses different language. Written English consists of neat, correct sentences, while speech does not. Second, the materials on the tape are usually read by English speaking people. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. This is another difficulty for students that their English teachers are usually local

people. So the students may not be used to the accents of the foreign people. And it is hard for them to understand native speakers.

Third, when English-speaking people speak English, they usually speak at a normal speed. It is too fast for the students to follow. When listening, the students cannot choose a comfortable listening speed; they have to keep pace with the speaker's thinking process. So, sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. The result shows that they have missed the whole passage. Fourth, the contents of the tape are not always familiar with the students. Some of them are not relevant to the students. The students may lack the background knowledge about foreign countries and cultures. So sometimes they cannot understand the materials or they may misunderstand the meaning of them.

The problems that our students face are: English is taught through Grammar-Translation method in most of the government school. Listening and speaking activities are not common for the students there. When they come to higher secondary schools, they cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English. As a result, they focus more on spelling than the pronunciation.

Besides, the teachers have difficulty to find the suitable method or technique to stimulate students in learning listening and speaking skills. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students (Ross, 2006). The students have poor mastery of English listening skill because they lack motivation. The motivation is much needed in learning, because sometimes students have to hear the fast sounds or words more than once to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. It will be dangerous if there is no effort to reduce the problem.

In order to overcome those problems, we should better look for good method in teaching listening and speaking skills. We can use some activities that can stimulate the students to improve their listening and speaking skills such as watching a film, listening news report, and English songs. In watching a film, we can cover the subtitle with a piece of paper for a few minutes and try to predict what is going to happen. In listening news report, we can choose the topic that interests us such as about sport, fashion, or education. When listening, we can write the vocabularies that appear on the particular topic. In listening English songs, we can listen to the pronunciation of words and sing along with the songs.

Listening and singing (English) song is felt more interesting than the other activities. English songs are a great language package that bundle culture, vocabulary, grammar and other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons. They can be used for a wide variety of English for foreign language learning and teaching activities. They can start discussions on a topic or even become the centre of debate (Futonge, 2005). Using songs in the classroom is a great way to live up listening and speaking activities. Therefore, the researcher tries to reduce the problems of the students' listening comprehension and speaking fluency by finding out what can be done to help them improve their listening skill.

1.2 Statement of the Problem

In my experience of teaching, listening skill is a great problem for the L2 learners while learning a foreign language. It is because they couldn't understand the language well. In fact, they couldn't comprehend the sounds. Similarly, they couldn't respond in the way as native speakers do. In my experience, our learners of English are neither able to speak fluently and accurately nor able to understand the foreign talk appropriately. In straight forward language, our learners of English are neither good speakers

nor good listeners. They cannot pronounce the words well because they do not listen and understand the good pronunciation. Therefore, authentic teaching materials of listening like English songs and rhymes are used so that the students can listen well and respond well. On the other hand, they are a good source of entertainment too which give full motivation. Because of the aforementioned reasons, I was interested to carry out my research in the topic "Use of English Songs in Enhancing the Listening Skill of Grade 10 Students."

1.3 Objectives of the Study

The followings were the objectives of the proposed study:

- i. To find out the role of English songs in enhancing the listening skill of Grade 10 students.
- ii. To suggest some pedagogical implications of the study.

1.4 Research Questions

The study was oriented to find out the answers of the following research questions:

- i. Are English songs helpful in enhancing the listening skill of Grade 10 students?

1.5 Significance of the Study

This study is significant to all those who are interested in teaching listening skill through English songs. This work is useful as reference material for further researches in this field. It provides a good technique having full entertainment on the part of both teacher and learners.

Therefore, it is significant to the teachers who adopt it as a method of teaching and learning English. The most significant part of this study is that it does not focus more on reading and writing to learn English. This study is

more useful to attain the objectives of the curriculum in a very efficient and effective way because objectives can be fulfilled in a very interesting and entertaining way. Without being much serious and bore, the students will be able to speak English. Likewise, it is beneficial to curriculum designers as well as textbook writers as they could include English songs as materials of ample exposure.

1.6 Delimitations of the Study

The study had the following limitations:

- i. The study was limited to the use of 14 English songs in enhancing the listening skill.
- ii. It was limited to Grade 10 students.
- iii. It focused merely on listening than reading, writing and speaking.

1.7 Operational Definition of Key Terms

My study was oriented to the following key words:

Listening Skill: Listening skill is the Grade10 students' ability to comprehend the listening materials (English songs). It covers the following sub-skills:

-) recognizing words
-) identifying functions
-) reformulating what the speaker has said
-) recalling important words, topic and ideas
-) building information

Song: Song is a piece of music which can be good material for teaching listening skill. In my research, English song means the pop songs sung by the singers like Enrique Iglesias, Bryan Adams, Akon, Maroon.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to get acquainted with the available body of knowledge in the area of research.

2.1 Review of the Theoretical Literature

In literature review, I reviewed listening skill and components of listening skill.

2.1.1 Introduction to Listening Skill

Listening is the ability to identify and understand what others are saying. It involves an active process of decoding, i.e. trying to understand the meaning of a word, phrase or sentence. In other words, it involves the active process of converting the language into message. However, listening is not just a single skill but the integration of several sub-skills or components of it. This involves understanding a speaker's accent and pronunciation, his/her grammar or vocabulary, and grasping his/her meaning. According to Rost(1994, p.142), successful listening involves an integration of following sub-skills:

-) discriminating between sounds
-) recognizing words
-) identifying stressed words and grouping of words
-) identifying functions
-) recalling important words, topics and ideas
-) giving appropriate feedback to the speaker
-) reformulating what the speaker has said.

2.1.2 Definition of Listening Skill

Listening skill is one of the most important skills for successful communication. It is an activity of paying attention to and trying to get meaning from something we hear. It is the process of trying to understand speaker's message. Therefore, for a successful communication good listening is a must.

As defined by Oxford (1993, p.206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning of words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Bulletin in Saricoban(1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is a creative skill. We comprehend the sound falling on our ears, and take the raw material of words, arrange those words, maintain the rise and fall of the voice, and from this material we create a meaning. It is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. Listening is determining the meaning and the message of the sounds or words. It is an active process that involves much more than assigning labels to sounds or words. As mentioned by Mee (1990), listening is a complex process in which many things happen

simultaneously inside the mind. Besides being complex, listening is far more difficult than any people can imagine.

Therefore, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge and by training in different types of listening.

2.1.3 Difficulties in Learning Listening Skill

Listening is usually a hard skill to be mastered by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening skill a major challenge and it is no surprise that the students can find it difficult.

Brown (2006, p.111) says that there are some students difficulties in learning listening. They are: trouble with sounds, have to understand every word, cannot understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again everything.

Moreover, Underwood (1989, p.17) mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems is the students learning habits in which they are encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays an important role in learning listening. As mentioned in Brown (2006, p. 1), another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. Therefore, we should do interesting activity in learning listening such as by listening English songs. By creating high students' motivation, it is hoped that listening difficulties can be reduced. Furthermore, the students should be stimulated when they are learning listening.

2.1.4 Principles of Teaching Listening Skill

When teaching listening skill, the teachers have to know the following principles as mentioned by Brown, (2006, p.25):

- a. Listening should receive primary attention in the early stage of ESL instruction.
- b. Maximize the use of material that is relevant to students' real life.
- c. Maximize the use of authentic language.
- d. Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre.
- e. Always ask students to listen with a purpose and allow them to show their comprehension in a task.
- f. Language material intended to be used for training listening comprehension should never be presented visually first.

Furthermore, we can help students listen more effectively if we spend some time teaching them about purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

2.1.5 Listening Materials

The materials are very important for the students to improve their listening skill. A suitable material can make the students learn. The materials to be suitable for the students have to be interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006, p. 4). Therefore, the materials that are interesting, familiar, and contain various activities should be provided for the students. They can help them to understand more easily.

Besides, the materials should be as natural as possible in order so that students can practice and imitate the original voice from the speakers. In other words, listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations. To conclude, the teachers should better know the students' interest in learning listening skill with various activities. If not, students get bored and do not want to learn anymore.

Listening materials are of various types. Some are mentioned as follows:

-) Songs
-) Recorded materials
-) TV or radio news
-) Movie, etc.

From the types of listening materials above, it is obvious that songs can be used more effectively in learning listening.

2.1.5.1 Song

According to Hornby (1990, p.133), song is a piece of music with words that is sung. It is a very effective and invigorating supplementary material for English language teaching. It provides fresh perspective on the language we are

teaching. It can bring to our mind the joy and robust beauty of the language, in a way that many of us will not forget in our life. Songs add variety as well as enjoyment to learning all language skills. They help to present authentic language. They are also a great language package that bundle culture, vocabulary, listening, grammar and lots of other language skills in just a few rhymes. They can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons.

Almost everyone loves song. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father singing songs to deliver us sleep in the bedroom. When we were young children, we played, sang, and danced to rhymes. As adolescents, we are consumed by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce our every mood and emotion.

From explanation above, we are suggested to include songs in language learning as well. Songs are heard by the people in the world since they are born. So, listening to the songs has been a habitual and liked by everybody. Besides, by songs we can provide a relaxed lesson on a hot boring day.

2.1.5.2 The Use of Song as Authentic Listening Material

Songs can be used as an authentic material is an important factor to be taken 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 real language usage to help them become more communicatively competent.

According to Ur (1996, p.107), listening activities based on simulated real life situation are likely to be most interesting and motivating to do than contrived

textbook comprehension exercise. The following features characterize real life listening activity:

- i. We listen for a purpose and with certain expectation.
- ii. We make an immediate response to what we hear.
- iii. We see the person we are listening to.
- iv. There are some visual or environmental clues for the meaning of what is heard
- v. Stretches of discourse are spontaneous and therefore differ from formal spoken prose in the amount of redundancy, noise and colloquialism, and its auditory character.

From the features above, song is one of the authentic listening materials. Ross (2006) says that the example of authentic listening materials is listening to songs to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it.

The use of song stimulates and motivates students to comprehend the content of materials.

2.1.5.3 Factors Contributing to Listening Comprehension of Song

According to Lynch (2008), there are three factors that contribute to listening comprehension of song. They are as follows:

- i. Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
- ii. Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an

accent which is outside the realm of what they might normally hear in context.

- iii. Use of new grammar and structure- Singers are notoriously “loose” when there comes the use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must be prepared for this.

In addition, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

2.1.5.4 The Criteria of Song Selection

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. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, Lynch (2008) provides three principal song selection criteria, they are:

- a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- c. Songs should have an appropriate theme. There’s enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

On the other hand, Orlova (2003) says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

- a. The song must be an example of a particular musical trend
- b. There should not be any form of violence in it.
- c. The song should contain a certain artistic image.

I also followed the same criteria for selecting the songs.

2.1.5.5 The Procedures of Using Song

There are various ways of using songs in the classroom. The level of the students, their interests and age, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Saricoban and Metin (2000), at the primary level of singing the song, the prosodic features of the language is emphasized. At the secondary level, 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 filling or cloze tests
- b. Focus 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
- h. Discuss

According to Yoo (2002), procedure of songs activity can be done by the steps below:

a. Pre-listening

- 1) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers in class.
- 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 in groups. Ask the 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.

However in teaching listening by songs, there are three stages; pre-listening, while-listening, and post-listening. Beside of that, the activity can be formed gap filling or cloze texts, true-false statements, and dictation.

2.1.5.6 Benefits of Songs

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. The pronunciation and rhythm are same for the children's songs and the lessons may help students become more interested in different types of songs. According to Brown(2006), 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.

There are other benefits of using songs in the classroom. Songs can be used to present a topic, a language point, lexis, etc. They can be used to practice a language point, lexis, etc. They can be used to encourage extensive and intensive listening activities. They can stimulate discussion of attitudes and feelings. They help to increase creativity and use of imagination. They make a relaxed classroom atmosphere, and bring variety and fun to learning.

2.1.6 Testing Listening

Testing is more specific term that refers to one of the tools or means of assessment. It is sometimes used interchangeably with evaluation, assessment, examination, or even with measurement. It is the cover term to refer to any means of checking what students can do and cannot do with the language in question. In other words, it refers to any device or tool for assessing the learners' language ability before teaching, while teaching or after teaching a particular language course depending upon its purpose.

Testing listening is the activities through which listening skill can be tested. It is a means of evaluating the listening comprehension of a person. There are different activities through which listening skill can be tested. Some of the activities as mentioned by Heaton (1975,p. 65-82)are as follows:

-) Gap filling or cloze test
-) Dictation
-) Add the final verse
-) True/ false item
-) Answer the question item
-) Ordering item
-) Listen and tick item

2.1.7 Marking Scheme of a test

The researcher will apply analytic approach to marking a test. It is such an approach in which each of the components can be given equal weighting or different weightings can be attached to different components according to their relative importance.

According to Anderson (1995), learners are supposed to show errors in the following components of a language:

- i. Errors of grammar and word order
- ii. Vocabulary
- iii. Mechanics (lapses in punctuation and spelling)
- iv. Form (organization)

$$\text{Score: Grammar + Vocabulary + Mechanics + Form = Total marks}$$

I followed the marking scheme in which each component of a test should be given equal weighting.

2.2 Review of Empirical Literature

Since listening is an important skill of language, many researchers have been carried out in this field in the department of English education. Likewise, a number of studies have been carried out on the proficiency of students in listening. Some of the national and international studies are as follows:

Acharya (2001) has carried out a research on "The Effectiveness of Recorded Materials in Teaching Listening." The aim of this research was to find out the effectiveness of recorded materials in improving students' listening skill. It was an experimental research. He has done research on experimental group and controlled group of the government school. He found that recorded materials are slightly better than traditional way of teaching listening. He has shown difference percentage 22.25% better from recorded materials in holistic

comparison. His suggestion was authentic listening materials are better than teacher's own voice.

Fismar (2003) has carried out a research entitled "The Correlation between Delighting in Listening to English Songs and Students' Achievement in Listening Comprehension of First Semester of English Study Program at Universities Bengkulu Academic Year 2001-2002." It was a co-relational research. The aim of this research was to find the co-relation between English song and students' listening skill. The result was that English songs are helpful in stimulating the development of students' listening comprehension.

Likewise, Yadav (2004) has carried out a research on "Listening skill in compulsory English." The main objective of the study was to find out how the listening objectives set in curriculum reflect in the text book. He used experimental research design. He took six schools of Kathmandu valley for sample and used purposive non-random sampling method. He found that listening texts have been taken from authentic sources are more effective.

Another study is a research done by Tee and Fah (2005) entitled "The use of songs in the teaching of life skills." It was an action research. The aim of the research was to find out the effectiveness of English songs in motivating students. The population of the research was ITE students. The result of the study was that bringing in music and playing songs in the classroom motivates the students to attend lessons and pay attention in class.

Chaudhary (2007) has carried out research on 'The Effectiveness of Teaching Vocabulary through Songs and Rhymes'. He has done research on experimental group and controlled group of the government school. He found that vocabulary teaching through songs and rhymes is effective than traditional way of teaching vocabularies. He has shown difference percentage 22.25% better from songs and rhymes in holistic comparison. His suggestion was songs and rhymes should be taken as a technique to teach vocabulary.

Muhammad (2008) has carried out a research on “Improving Students Listening Skill by using Songs.” The aim of this research was to improve students listening skill by using English songs and rhymes. The method was a classroom action research that consisted of pre-test, two cycles, and post-test. The sample of the study was 18 students of M.A., 2nd year. The instrument was a test and analyzed by mean score formula. The result showed that in pre-test, the students got 44.55 (low). In cycle1, they got 48.5 (low). In cycle2 they got 60 (moderate). In post-test, they got 75.38(good). So, it can be concluded that the use of songs improved the students’ listening skill.

Similarly, Gautam(2011) carried out an experimental research on “The change in listening of English due to the digitalization of education system.” He surveyed one of the secondary schools of Chitwan district where the system of learning was digitalized. He chose thirty students and conducted the research. Those students who were exposed to the use of various digital and electronic devices could listen in a better way and speak smoothly. The core finding of this research was that the more system of learning is tied to digitalization, the sharper the listening and speaking power of students.

Sapkota(2013) carried out another same kind of study on “Effectiveness of live presentations and recorded materials in teaching listening comprehension.” His main objective was to find out the effectiveness of live presentations and recorded materials in teaching listening comprehension. He used experimental research design. He conducted the research at Janata Higher Secondary School, Khotang on Grade 8 students. He found out that live materials are more effective for teaching listening comprehension than recorded materials.

The proposed study ‘Use of English Songs in Enhancing the Listening skill of Grade 10 Students’ differed from the above studies in the sense that it is a form of self reflective inquiry carried out by practitioners at solving problems, improving practices or enhancing understanding.

2.3 Implications of the Review for the Study

Literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step.

Researcher goes through the existing literature in order to acquaint with the available body of knowledge in his/her area of interest. In the initial stages of research, it helps to establish the theoretical roots of the study, clarify the ideas and develop methodology, but later it serves to enhance and consolidate researcher's knowledge base. It helps to integrate the finding with the existing body of knowledge. Since an important responsibility in research is to compare own findings with others, it is here that the literature review plays an extremely important role.

The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broaden on the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research. Particularly, the study by Chaudhary (2007) helped me to learn that teaching vocabulary through songs and rhymes is effective than traditional way of teaching. From Muhammad (2008), I learnt that listening skill can be improved by using songs. From Acharya (2001), I learnt that authentic listening materials are better than teacher's own voice. They are very much effective in teaching listening. By reviewing Fismar (2003), I learnt that English songs are very much helpful in the development of students' listening comprehension.

Therefore, it is implied through the review of the study that authentic listening materials either English songs or recorded listening materials are very much useful for the learners to improve their listening skill.

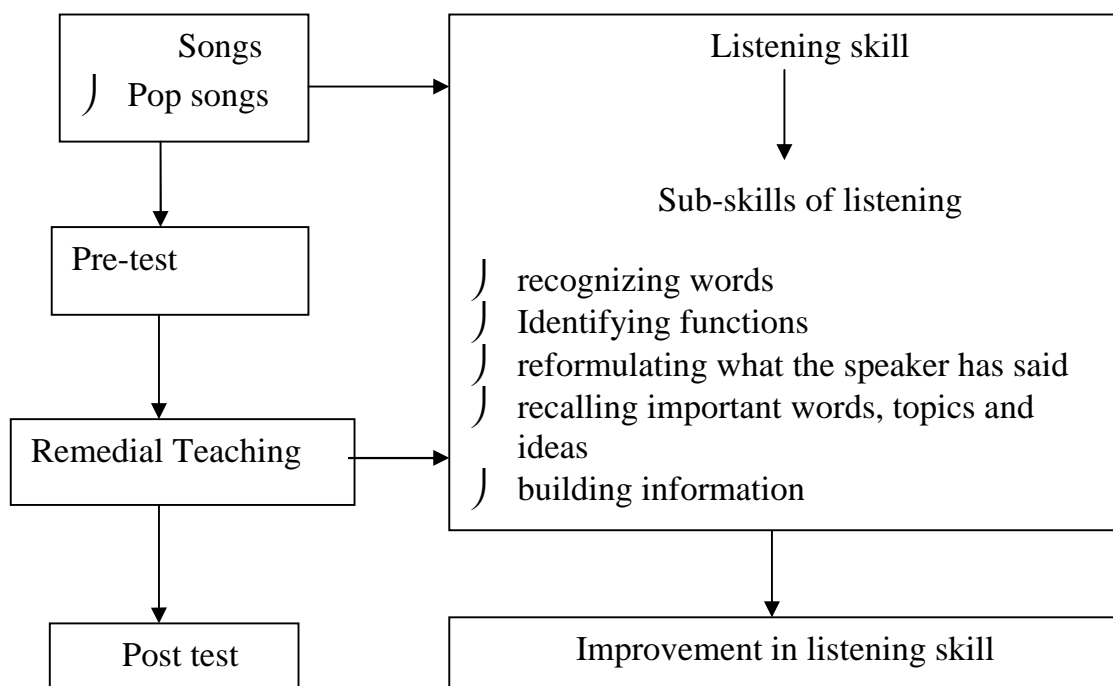
2.4 Theoretical / Conceptual Framework

In fact, the conceptual framework is the overall road map of the researcher for carrying out the study successfully. This is the image of the researcher about how the different variables interact with each other and what induce the magnitude of accurate finding in the research work.

In order to improve listening skill, the sub-skills of listening need to be improved. The learner must recognize the words, identify the functions, reformulate what the speaker has said, recall important words, topics and ideas, and build information.

Once the students listen to the song, they start grumbling and they enjoy doing this. They recognize the words, grumble them and build information. In this way, listening is improved.

The conceptual framework of this study can be presented in the following diagrammatic form:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of the study.

3.1 Design of the Study

This research is a classroom action research. It means that an action research which is conducted in a classroom to increase the quality of learning teaching practices (Arikunto, Suhardjono&Supardi, 2008, p. 2). In other hands, it can be defined that it is an action that is done to solve the problem in the classroom. Therefore, this research purposes to solve the problems in teaching and learning listening andspeaking skills.

Action research is a form of self reflective inquiry carried out by practiceners, aimed at solving problems, improving practices, or enhancing understanding.The main aim of this type of study is to find out practical problems and to solve them improving the existing situation. In 1946, KurtLewin coined the term action research, in order to bridge the gap between the theoretical and applied research. Primarily, action research is conducted by practitioners. Action research is done to identify and solve the practical problem which happens to be side by side along the program being seen. It can be done longitudinally.

According to Nunan(1992), there are number of steps in action research that the researcher has to go through it to get the conclusion.They are as follows:

-) Initiation: The teacher observes the problems of the students in brief.
-) Preliminary investigation: An attempt is made to collect the concrete information about what the problem is.
-) Hypothesis: The researcher plans his/her activity to solve the problem identified in previous step and postulates a hypothesis.

-) Intervention and treatment: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of this is to bring change in the ongoing state of affairs.
-) Evaluation: The researcher evaluates the change brought by the new action introduced in preceding step.
-) Dissemination: It is the state of sharing the ideas about the findings of the study. Here the teacher runs the workshop for his/her colleagues and present papers at the language seminars.
-) Follow-up: The findings of the study are followed by practiceners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

Similarly, according to Arikunto, Suhardjono and Supardi (2008), the following steps are practised in action research:

1. **Pre-test:** to know the score of students' listening skill before treatment.
2. **Treatment:** the effort to improve students' motivation in learning English.
3. **Post-test:** to know the score of students' listening and speaking skills after giving the treatment.

The discussion above entails that action research is one of the important methods used in educational investigation. It is mainly carried out to solve the problems and enhance understanding. It is an activity-based research which is conducted to bridge the gap between theory and practice. It is done for professional development by the teacher. For this reason, I chose action design in my research study.

3.2 Population and Sample of the Study

All the grade 10 students of Mahottari district were my population and 29 students of Grade 10 of Shri Janata Secondary School, Gauridanda, Mahottari were my sample of the study.

3.3 Sampling Procedure

The researcher selected the population of the study by using non-probability sampling procedure and sample of the study judgmentally to collect the data. Non-probability sample is such in which the researcher samples the population in his own convenient way whatever is accessible, i.e. there is human interference or biasness in the selection.

3.4 Data Collection Tools

For this study, the researcher applied 'test' as a tool in order to elicit the data from the students.

3.4.1 Test

Test is a powerful means of data collection which tries to gather data to measure different sorts of intelligence. Normally, test focuses on gathering numerical data rather than the verbal kinds. There are several issues to be taken into consideration before we take any kind of test. They are:

-) Aims of testing (e.g. achievement, aptitude, attitude, personality, intelligence, social adjustment, etc.)
-) Type of test (e.g. parametric or non-parametric tests, norm-referenced or criterion referenced)
-) Method used for test (experimental, or other)

It is necessary to link the relationship between what we are testing and what needs to be tested. Cohen, Manion and Morrison (2007, p.414) mention, there

are myriad of tests, to cover all aspects of a students' life and for all ages (young children to old adults), for example: aptitude, attainment, personality, social adjustment, attitudes and values, stress, and burnout, performance, projective tests, potential ability, achievements, diagnosis of difficulties, intelligence, verbal and non-verbal reason, high order of thinking, etc.

3.5 Data Collection Procedures

This study was undertaken through three steps. At first, it was a pre-test, the second step was intervention and progress test. And the third or last step was the post-test. To make the research more clear, I prepared a chart as follows:

Step1:Pre-test

The pre-test was conducted at the beginning of the research. The aim of this activity was to check the students' ability in listening.

(for instrument of pre-test, see appendix 3)

Step2: Intervention and progress test

In this step, remedial teaching was done regularly regarding the learners' listening skill. After that their progress test was taken to check their understanding. This step was continued for 28 days. Different English songs were practiced at this stage in order to enhance their listening skill. Each song is practiced for two days for their better understanding.

Step3:Post-test

The post-test is conducted at the end of the research. The aim of this activity is to check the students' final ability in listening.

(for instrument of post-test , see appendix 3)

3.6 Data Analysis and Interpretation Procedures

Data were analyzed and interpreted using appropriate statistical tools like mean score formula and tables as per the need and nature of the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is about the analysis and interpretation of the collected data. The data collected from the sample were analyzed and interpreted. As we know, the raw data were analyzed and interpreted both descriptively and statistically. The quantitative data were analyzed and interpreted using simple statistical tools like mean and tables. Indeed, this chapter consists of the sub-headings as analysis and interpretation of data and summary of the findings.

4.1 Analysis and Interpretation of Data

This section is mainly concerned with the analysis, discussion, description and interpretation of the elicited data. In fact, the data collected from the informants were analyzed and interpreted to find out the effectiveness of using English songs in enhancing the listening skill of Grade 10 students.

For this study, the data were collected through test. The collected data were analyzed and interpreted using simple statistical tools like mean and tables. The collected data were analyzed and interpreted under the following headings:

4.1.1 Analysis of Questionnaire

There are different activities through which listening skill can be tested. As mentioned by Heaton (1995,p.65-82), some of the activities are as follows:

-) Gap filling or cloze test
-) Dictation
-) Add the final verse
-) True/False statement
-) Answer the question item
-) Ordering item
-) Listen and tick them

In my test item, the first question was ‘dictation’ and 5 marks were allocated for that. The second question was ‘add the final verse of the song’. Five sub-questions were there under this heading and $5*1=5$ marks were allocated. The third question was ‘true or false item’. Five sub-questions were under this heading and again $5*1=5$ marks were allocated. The last question was ‘answer the question item’. Again five sub-questions were under that heading and $5*2=10$ marks were allocated. Total questions were of 25 marks and time allocation was 40 minutes.

The same pattern of the questions were practised in pre-test, progress tests, and post test. The questions were tested and re-tested to check the reliability and validity of the questions.

4.1.2 Analysis of Pre-test

A pre-test was conducted on Monday, 15 May 2017 and taken by 29 students. The method used to gather the data for this study was achievement test.

And the method of data analysis was by describing students’ listening ability through test. Being based on the marking scheme of the test, the researcher marked them. The researcher followed the marking scheme in which each component of the test were given equal weighting. The researcher divided the total marks of each test item equally into four for:

Grammar+Vocabulary+Mechanics+Form=Total marks and then marked them.

Being based on those data, the researcher identified the students’ listening ability before they got treatment. The score of the test is as follows:

S.N.	Students name	Pre-test Marks
1.	S ₁	8.5
2.	S ₂	12
3	S ₃	11
4.	S ₄	13
5.	S ₅	19

6.	S ₆	15.5
7.	S ₇	18
8	S ₈	16
9.	S ₉	15.5
10.	S ₁₀	16
11.	S ₁₁	16
12.	S ₁₂	11.5
13.	S ₁₃	14.5
14.	S ₁₄	09
15.	S ₁₅	15
16.	S ₁₆	15
17.	S ₁₇	11
18.	S ₁₈	14
19.	S ₁₉	13.5
20.	S ₂₀	16
21.	S ₂₁	18.5
22.	S ₂₂	13
23.	S ₂₃	13
24.	S ₂₄	16.5
25.	S ₂₅	15.5
26.	S ₂₆	16.5
27.	S ₂₇	14
28.	S ₂₈	11
29.	S ₂₉	13
	Total	411

$$\text{Mean} = \frac{X}{N} = \frac{411}{29} = 14.17$$

From the table above, it can be said that the students' achievement is not good enough because the average score of students' achievement is only 14.17 out of 25, i.e. 56.68%. It is an average score. So, the writer concluded that the students were not very much familiar with some words.

They couldn't comprehend the words like escaping nights, trapped, free my soul, running wild and so on. The reason is that the way we, Nepalese people, pronounce the word and the real pronunciation or the way they pronounce the word is far different. Our students are habituated of listening our pronunciation. Thus, they failed to comprehend the words.

4.1.2.1 Analysis of First test item- Dictation:

The researcher played a part of the song 'Escaping nights without you' by Enrique Iglesias in which there are 50 words which the students should dictate. The part of the song was played thrice. The average mark of the students in this item was 1.75 marks out of 5. That is to say, they could score only 35% marks in pre-test which is very poor. In this test item, they did mistakes in recognizing the words and spelling.

4.1.2.2 Analysis of Second test item- Add the final verse of the song:

The students were given five questions to add the final verse of the song. Each question was allocated one mark. The average score in this test item was 2.75 marks out of 5. That is to say, they could score 55% marks in this test item of pre-test which is an average mark.

4.1.2.3 Analysis of Third test item- True or false item:

The students were given five statements to differentiate either true or false. Each question was allocated one mark. The average score in this test item was 3.5 marks out of 5. That is to say, they were able to bring 70% marks in this test item which was a good mark.

4.1.2.4 Analysis of Fourth test item-Answer the question item:

The students were given five questions to answer. Each question was allocated 2 marks. The average score of the students in this test item was 4 marks out of 10. That is to say, they were able to score only 40% marks in this test item which is very low mark. In this test item, they had problem in organizing the form and vocabulary to answer correctly. They also did mistake in spelling and grammar.

4.1.3 Analysis of Teaching Learning Activities

Teaching learning activities were continued for 28 days. The researcher used 14 different English songs. On the basis of the songs, they were assigned different listening activities. Sometimes, they were asked to sing the song. The researcher, himself pronounce the difficult words from the songs and also asked them to practice pronouncing. The songs used were 'Escaping Nights Without You' , Monday Nights I feel so Low' , God will Make a Way' , Would You Dance' by Enrique Iglesias, Oceans Apart Day after Day' by Richard Marx, Shine bright like a Diamond' by Rihanna, I'm at a Payphone, and so on.

In teaching learning activities, the researcher mainly focused on those mistakes which they had done in pre-test. The researcher found out that students had problem in recognizing the words from the song. Therefore, they were practiced pronunciation, spelling and meaning of the difficult words from the song. They had some activities related to vocabulary teaching. After that, they had problem in organizing the form and meaning. Therefore, they were assigned different activities to learn the organization of forms.

4.1.4 Analysis of Progress test 1

Students' first progress test was taken on Wednesday May 24, 2017 after 8 days of teaching learning activities. They were assigned dictation, fill in the blanks,

true or false and question answer. The full mark was 25. The score of the students were as follows:

S.N.	Students name	Pre-test Marks	Progress test 1 Marks
1.	S ₁	8.5	16
2.	S ₂	12	16.5
3	S ₃	11	15
4.	S ₄	13	17.5
5.	S ₅	19	20
6.	S ₆	15.5	18
7.	S ₇	18	20
8	S ₈	16	21
9.	S ₉	15.5	17.5
10.	S ₁₀	16	18
11.	S ₁₁	16	18
12.	S ₁₂	11.5	19
13.	S ₁₃	14.5	19
14.	S ₁₄	09	17
15.	S ₁₅	15	17
16.	S ₁₆	15	19.5
17.	S ₁₇	11	17.5
18.	S ₁₈	14	17
19.	S ₁₉	13.5	14.5
20.	S ₂₀	16	19
21.	S ₂₁	18.5	22
22.	S ₂₂	13	15
23.	S ₂₃	13	16.5
24.	S ₂₄	16.5	20.5
25.	S ₂₅	15.5	20.5
26.	S ₂₆	16.5	19
27.	S ₂₇	14	20.5

28.	S ₂₈	11	16
29.	S ₂₉	13	19
	Total	411	526

$$\text{Mean} = \frac{X}{N} = \frac{526}{29} = 18.13$$

From the table above, it can be said that the students' achievement is good. In progress test 1, they had brought 18.13 average score out of 25, i.e. 72.52%. Now the students have improved by 15.8% which is a good sign of improvement.

4.1.4.1 Analysis of First test item-Dictation:

The researcher played a part of the song 'I'm at a payphone' by Enrique Iglesias in which there are 50 words which the students should dictate. The part of the song was played thrice. The average mark of the students in this item was 2.75 marks out of 5. That is to say, they could score only 55% marks in this item of progress test1 which is very poor. Though they did some mistakes, comparing to the dictation test of pre-test, they showed the improvement of 20%.

4.1.4.2 Analysis of Second test item-Fill in the blanks with correct words from the song:

The students were given five questions to add the final verse of the song. Each question was allocated one mark. The average score in this test item was 3.25 marks out of 5. That is to say, they could score 65% marks in this test item of progress test 1 which is good mark.

4.1.4.3 Analysis of Third test item- True or false item:

The students were given five statements to differentiate either true or false. Each question was allocated one mark. The average score in this test item was 3.75 marks out of 5. That is to say, they were able to bring 75% marks in this test item

which was a good mark. Comparing to the true/false item of pre-test the students showed good improvement and reduced their mistakes.

4.1.4.4 Analysis of Fourth test item-Answer the question item:

The students were given five questions to answer. Each question was allocated 2 marks. The average score of the students in this test item was 5.5 marks out of 10. That is to say, they were able to score only 55% marks in this test item which is very low mark. In this test item, they had less problem in organizing the form and vocabulary to answer correctly. They had improved by 15% in comparison to pre-test.

4.1.5 Analysis of the Progress Test 2

The progress test 2 was conducted on Friday, 2nd June 2017. This test was conducted again after 8 days of progress test 1 to check how much students have improved and what things are left to be improved. The full mark was 25.

The score were as follows:

S.N.	Students name	Pre-test Marks	Progress test 1 Marks	Progress test 2 Marks
1.	S ₁	8.5	16	20.5
2.	S ₂	12	16.5	18
3	S ₃	11	15	19
4.	S ₄	13	17.5	21
5.	S ₅	19	20	22.5
6.	S ₆	15.5	18	21
7.	S ₇	18	20	23.5
8	S ₈	16	21	22
9.	S ₉	15.5	17.5	20
10.	S ₁₀	16	18	20

11.	S ₁₁	16	18	22
12.	S ₁₂	11.5	19	21.5
13.	S ₁₃	14.5	19	23
14.	S ₁₄	09	17	19
15.	S ₁₅	15	17	21.5
16.	S ₁₆	15	19.5	23
17.	S ₁₇	11	17.5	20.5
18.	S ₁₈	14	17	20.5
19.	S ₁₉	13.5	14.5	19
20.	S ₂₀	16	19	24
21.	S ₂₁	18.5	22	23
22.	S ₂₂	13	15	17.5
23.	S ₂₃	13	16.5	24
24.	S ₂₄	16.5	20.5	23
25.	S ₂₅	15.5	20.5	22
26.	S ₂₆	16.5	19	21
27.	S ₂₇	14	20.5	22
28.	S ₂₈	11	16	18.5
29.	S ₂₉	13	19	23
	Total	411	526	615.5

$$\text{Mean} = \frac{X}{N} = \frac{615.5}{29} = 21.22$$

From the table above, it can be said that the students' achievement is high. In progress test 1, they had brought 18.13 average score out of 25, i.e. 72.52% and in progress test 2 they scored an average score of 21.22, i.e. 84.88% Now the students have improved by 12.36% which is a great sign of improvement. If we compare the pre-test mark and progress test 2 marks, we found unbelievable improvement.

4.1.5.1 Analysis of First test item-Dictation:

The researcher played a part of the song ‘You and I go hard’ by Enrique Iglesias in which there are 50 words which the students should dictate. The part of the song was played thrice. The average mark of the students in this item was 3.75 marks out of 5. That is to say, they could score 75% marks in progress test 2 which was very good mark. Comparing to the first two tests, the students showed very good improvement. In this test item they had good improvement in discriminating the sounds, recognizing the words and spelling.

4.1.5.2 Analysis of Second test item-Write the synonyms of the words from the song:

The students were given five words to write the synonyms from the song. Each word was allocated one mark. The average score in this test item was 3.5 marks out of 5. That is to say, they could score 70% marks in this test item of progress test 2 which was good mark.

4.1.5.3 Analysis of Third test item- True or false item:

The students were given five statements to differentiate either true or false. Each question was allocated one mark. The average score in this test item was 4.25 marks out of 5. That is to say, they were able to bring 85% marks in this test item which was a very good mark. Comparing to the first two tests, the students have shown very good improvement. They have shown good improvement in comprehending the songs.

4.1.5.4 Analysis of Fourth test item-Answer the question item:

The students were given five questions to answer. Each question was allocated 2 marks. The average score of the students in this test item was 7.5 marks out of 10. That is to

say, they were able to score only 75% marks in this test item which is very good mark. Comparing to the first two tests, even in question answer item, the students showed very good improvement.

4.1.6 Analysis of the Post-test

The post-test was conducted on Tuesday, June 13,2017. The aim of this activity is to check the students' final ability in listening. The post test score of the students were as follows:

S.N.	Students name	Pre-test Marks	Progress test 1 Marks	Progress test 2 Marks	Post-test Marks
1.	S ₁	8.5	16	20.5	22
2.	S ₂	12	16.5	18	20
3	S ₃	11	15	19	23
4.	S ₄	13	17.5	21	24
5.	S ₅	19	20	22.5	24
6.	S ₆	15.5	18	21	24
7.	S ₇	18	20	23.5	24
8	S ₈	16	21	22	24.5
9.	S ₉	15.5	17.5	20	23.5
10.	S ₁₀	16	18	20	24
11.	S ₁₁	16	18	22	24.5
12.	S ₁₂	11.5	19	21.5	23.5
13.	S ₁₃	14.5	19	23	24
14.	S ₁₄	09	17	19	24
15.	S ₁₅	15	17	21.5	24
16.	S ₁₆	15	19.5	23	24
17.	S ₁₇	11	17.5	20.5	22
18.	S ₁₈	14	17	20.5	23
19.	S ₁₉	13.5	14.5	19	22

20.	S ₂₀	16	19	24	24
21.	S ₂₁	18.5	22	23	24.5
22.	S ₂₂	13	15	17.5	22
23.	S ₂₃	13	16.5	24	24
24.	S ₂₄	16.5	20.5	23	24
25.	S ₂₅	15.5	20.5	22	24
26.	S ₂₆	16.5	19	21	24
27.	S ₂₇	14	20.5	22	24
28.	S ₂₈	11	16	18.5	22.5
29.	S ₂₉	13	19	23	24
	Total	411	526	615.5	681

$$\text{Mean} = \frac{X}{N} = \frac{681}{29} = 23.48$$

From the table above, it can be said that the students' achievement is outstanding. In progress test 1, they had brought 18.13 average score out of 25, i.e. 72.52% and in progress test 2 they scored an average score of 21.22, i.e. 84.88% Now, in post test their average score was 23.48 out of 25, i.e. 93.92%. The students who had brought 56% marks in pre-test brought an outstanding result of 93.92% in post test. Therefore, it can be said that by using authentic material like English songs teaching learning can be great entertaining and students can show unbelievable improvement.

4.1.6.1 Analysis of First test item-Dictation:

The researcher played a part of the song 'Escaping nights without you' by Enrique Iglesias in which there are 50 words which the students should dictate. The part of the song was played thrice. The average mark of the students in this item was 4.25 marks out of 5. That is to say, they could score only 85% marks in post test which is very excellent.

4.1.6.2 Analysis of Second test item-Add the final verse of the song:

The students were given five questions to add the final verse of the song. Each question was allocated one mark. The average score in this test item was 2.75 marks out of 5. That is to say, they could score 55% marks in this test item of pre-test which is an average mark.

4.1.6.3 Analysis of Third test item- True or false item:

The students were given five statements to differentiate either true or false. Each question was allocated one mark. The average score in this test item was 3.5 marks out of 5. That is to say, they were able to bring 70% marks in this test item which was a good mark.

4.1.6.4 Analysis of Fourth test item-Answer the question item:

The students were given five questions to answer. Each question was allocated 2 marks. The average score of the students in this test item was 8.25 marks out of 10. That is to say, they were able to score only 82.5% marks in this test item which is excellent mark. In this test item, they had problem in organizing the form and vocabulary to answer correctly. They also did mistake in spelling and grammar.

4.2 Summary of the Findings

The objective of this study was to find out the role of English songs in enhancing listening skill of Grade 10 students. In this regard, 29 students of Grade 10 were sampled by using non-probability sampling procedure. 'Test' was taken as a tool to elicit the data from the students. At first, a pre-test was taken based on English songs. The result was that they could bring only an average of 14.17 marks out of 25. That is to say, an average mark percentage in pre-test was only 56.68% which is not taken as good mark. Now they were taught by using an authentic material like English songs for a week and again they were taken a test, i.e. progress test1. Now they had brought an average score of 72.52% which is a good sign of improvement. Again they were taught for a week and a test was taken, i.e. progress test2. Again the students showed commendable performance. This time, they had brought 82.88%. Again after

teaching for a week, post test was taken to check the final listening ability of students. This time they brought an outstanding result of 93.93% in average. That is to say, authentic materials like English songs are really very much fruitful in enhancing students' listening ability. After analyzing and interpreting the results, the major findings of the study are as follows:

- i. English songs plays vital role in enhancing the listening skill of students.
- ii. English songs can be used as a good technique to teach language skills, especially listening.
- iii. English songs are a great language package that bundle culture, vocabulary, listening, grammar and lots of other language skills in just a few rhymes.
- iv. English songs provide a good source of entertainment. Therefore, students are highly motivated.
- v. English songs can be used successfully in classroom for pedagogical purpose.
- vi. English songs are helpful to teach listening and master the vocabularies.
- vii. The progress shows that listening English songs is effective to improve listening skill of the students.
- viii. Their motivation in learning English increases and they expect that this kind of program will be given regularly and continuously.
- ix. Not only listening skill but even speaking skill can be improved by using English songs because what is heard the same things goes out. If we heard the correct pronunciation we also respond the correct pronunciation.

To conclude the whole study, it can be said that this study is successful in terms of the finding the role of English songs in enhancing listening skill of Grade 10

students. It found out what it supposed to find out during the investigation. The data collection tools can be assumed reliable and valid for eliciting required information on teaching listening skill by using English songs. Data analysis and interpretation were reliable since all the information on listening skill were vividly described and presented in the tabulated forms. Eventually, the major findings were drawn on the teaching of the same skill.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter of this research which deals with the conclusions and recommendation made by the researcher after summarizing the major findings of the study. This chapter is divided into two parts: conclusions and recommendations. The recommendations of the study provided to be effective for policy, practice and research related areas respectively.

5.1 Conclusion

Conclusion is the final outcome or theme drawn after the successful conduction of the study. It is crucial message that the researcher draws after the systematic synthesis of his whole study.

As my study was on “Use of English Songs in Enhancing the Listening Skill of Grade 10 students”, it tried to find out the role of authentic listening materials like English songs in enhancing the listening ability of the students. In this regard, we must take into account that the students should be provided with authentic listening materials like English songs to improve their listening ability.

The whole study has been presented into five different chapters. The first chapter ‘introduction’ includes the background of the study, statements of the problem, rationale of the study, objective of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms. This chapter provides the picture of the content that necessitates the study of the rationale behind selecting the topic, problem that are to be answered in the study, purpose of the study, significance of the study and scope of the work to be performed.

In the second chapter, I attempted to review the knowledge or the theories which could guide my study. The theoretical literatures of Oxford (1993),

Richard et al. (1999), Nunan (2003), Mee (1990), Underwood (1989) on techniques of teaching listening were reviewed to form the theoretical body of the study. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter I tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design and method of the study, sampling procedure, tools for data collection, procedure of data collection, and data analysis and interpretation procedure. It attempts to lead the whole research study.

The collected data were presented, analyzed and interpreted in the fourth chapter. The data were tabulated and analyzed using language and simple statistical tools like mean score formula.

The last chapter presents the conclusion and recommendations. At the end, some recommendations are presented. The recommendations of the study are provided for the policy related, practice related and for further research related. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

In conclusion, it can be said that if students are accustomed of listening to the authentic listening materials like English songs, their listening ability can definitely be improved.

5.2 Recommendations

The findings of the study suggest some of the major guidelines to be followed for the betterment of the ELT class. These major guidelines are regarded as the effective recommendations for various purposes.

5.2.1 Policy Related

On the basis of the findings of the study, some of the recommendations for policy making level have been made:

- a. There should be maximum use of authentic listening materials, especially English songs and rhymes in ELT curriculum.
- b. Maximum marks should be allocated for testing listening and speaking by the curriculum designers.
- c. ELT teachers should be trained frequently and they should also be encouraged to apply the learnt knowledge into the classroom.
- d. The government should make the compulsory provision of different workshop, conferences, and interaction programmes on various topics.
- e. The government should encourage all the schools to teach English using innovative audio-visual aids.
- f. The concerned authorities should devise healthy plan and policy to ensure the active involvement of the weak students.
- g. The curriculum and teacher training should direct the ELT teachers to address the heterogeneity of the students while teaching English.

5.2.2 Practice Related

Some of the practice level recommendations from the findings of this study are as follows:

- a. Priority should be given to listening and speaking skill comparatively to other skills.
- b. The ELT teachers should use authentic listening materials like English songs for teaching different aspects of language.
- c. Songs and rhymes are interesting and motivating for students which bundle a great language package.
- d. Teacher should inspire and motivate the learners in order to make them able to take part in every activities of the school.

- e. Teachers should be familiar with the latest innovation in the field of ELT.
- f. The use of audio-visual teaching aids should be increased.
- g. The teacher should select and use appropriate techniques and authentic materials on the basis of the subject matter, level and interest of the learners.
- h. Teachers should understand the problems of students associated with listening and try different techniques interestingly

5.2.3 Further Research Related

In fact, no work is final and no research is complete in itself. Regarding the further researches in the field of ELT, it is very much important that a large scale of qualitative research should be carried out to enhance the listening skill using authentic listening materials like English songs. Considering limitations of this study, some directions for the further research seem to be fruitful.

- a. Further researcher should investigate the relationship between the use of English songs and other listening materials in teaching listening skill in more vivid way.
- b. The new researches should explore the various problems of teachers teaching listening skill in ELT class. For this, they should give due attention to carry out a macro level study on the techniques of teaching listening in our context.
- c. The further researchers should investigate the techniques of teaching listening skill and development of communicative competence in students simultaneously.
- d. Instead of listening recorded materials and others' talk, further research should also investigate the other techniques of listening which stimulate and motivate the learners. Furthermore, the researches should put their views and sharpen the pilot views for solving the problems of listening.

To sum up, this study directly attempted to find out the effectiveness of English songs in enhancing the listening skill of Grade 10 students.

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Appendix 1
Lesson plan 1

Subject: English

Period: Ist

Class: 10

Time: 45 min

Topic: Listening Songs (Escaping nights without you)

Date: 2073-03-09

1. Specific Objectives

On the completion of the class, the students will be able to:

- i. sing the song
- ii. tell the meaning of the difficult words

2. Teaching Materials

CD player, CD of the song, cloze activity hand out

3. Teaching Learning Activities:

i. Pre-listening

As a warm-up or schema building activity, the teacher will ask students different questions like: What do they know about English song? Who is their favorite singer? and so on. The teacher will pass out the cloze activity hand out, and ask students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Ask students compare their guesses in group. And ask volunteers to share their guesses with the class.

b. While listening

The teacher will play the song 'Escaping nights without you' by Enrique Iglesias and ask students if they need to listen to the song again. If they do, he will play it one more time. He will sing some parts of the song and ask students to follow. He will pronounce correctly the words used in that song and ask their meanings.

c. Post listening

They will be asked some questions related to the song to check their understanding. They will be assigned some activities related to song as 'add the final verse of the song'. At last, the song will be played again to make them check their answers.

4. Evaluation

The students will be evaluated by asking them to sing the certain parts of song. Tell the synonyms and antonyms of the words.

Homework:

Add the final verse of the following song:

-) Escaping nights without you, with
-) My mind is running wild trying hard
-) You told me that you love me but say I
-) My heart is broken up into pieces, coz I know I'll
-) It's trapped between true love and
-) When my eyes are closed, the greatest
-) I woke and my dreams are shattered here

Appendix 3

INSTRUMENT OF THE RESEARCH

F.M. 25
P.M. 10
Time: 40 min

Attempt all the questions:

Q.N. 1. Dictation

5 marks

Escaping nights without you, with shadows on the wall.

My mind is running wild trying hard not to fall.

You told me that you love me, but say I'm just a friend.

My heart is broken up into pieces, coz I know I'll never free my soul

It's trapped between true love and being alone.

Q.N. 2. Add the final verse of the song:

5 mark

- i. Escaping nights without you, with shadows
- ii. My mind is running wild trying hard
- iii. It's trapped between true love and
- iv. When my eyes are closed, the greatest.....
- v. I woke up and my dreams are shattered here

Q.N. 3 Write 'T' for true and 'F' for false statement:

5 marks

- i. The singer's heart is trapped between true love and being alone.
- ii. When his eyes are closed, the worst story told.
- iii. He wakes up and his dreams are shattered here on the floor.
- iv. His mind is running wild trying hard not to fall.
- v. His heart is broken up into pieces.

Q.N. 4. Answer the following questions:

10 marks

- i. How is the singer's mind running?
- ii. Where is his soul trapped?
- iii. Where will be the singer the day after tomorrow?
- iv. Why will he be around her love?
- v. How is his heart broken?

Appendix 4

Instrument of the research (for progress test 1)

F.M. 25
P.M. 10
Time: 40 min

Attempt all the questions:

Q.N. 1. Dictation

5 marks

I'm at a payphone trying to call home, all of my change I spent on you

Where have the times gone, baby it's all wrong

Where are the plans we made for two?

Yeah I, know, it's hard to remember the people we used to be.

It's even harder to picture that you're not here next to me.

Q.N. 2. Fill in the blanks with correct words from the song:

5 marks

- i. I've wasted my
- ii. You turned out
- iii. Now I'm paralyzed still stuck in that
- iv. I'm at a payphone trying to call
- v. All of my change I spent

Q.N. 3. Write 'T' for true and 'F' for false statement:

5 mark

- i. The singer is at a hotel.
- ii. He spent all of his change on wine.
- iii. He thinks that he wasted the night because she turned out the lights.
- iv. He is paralyzed because he is still stuck in that time.
- v. It's even harder to picture when she was not there next to him.

Q.N. 4. Answer the following questions:

10 marks

- i. Where is the singer?
- ii. What is he trying to do?
- iii. Where did he spend all his changes?
- iv. Why is he paralyzed?
- v. What would be the singer doing if happiness ever existed?

Appendix 5

Instrument of the research (for progress test 2)

F.M. 25
P.M. 10
Time: 40 min

Attempt all the questions:

Q.N. 1. Dictation **5 marks**

You and I go hard, at each other like
We going to war, you and I go rough
We keep throwing things and slamming the door
You and I get so damn dysfunctional, we stopped keeping score
You and I get sick, yeah I know that we can't do this no more.

Q.N. 2. Write the synonyms of the given words from the song: **5 marks**

hard, war, stupid, rough, satisfied

Q. N. 3. Add the final verse of the song: **5 marks**

- i. Trying to tell you no but my body
- ii. Trying to tell you stop but your lipstick.....
- iii. I'd be waking up in the morning probably
- iv. And I'd be waking up feeling satisfied but
- v. And I know I said it a million times but I'll only stay with you

Q.N. 4. Answer the following questions: **10 marks**

- i. Why is the singer feeling stupid?
- ii. What did he say a million times?
- iii. Does the singer feel satisfied or guilty?
- iv. How does the singer hope to die?
- v. How'd be the singer waking up in the morning?