PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY CENTER '' SALHI AHMED '' NAAMA

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

The Use of Kids' Songs to Enhence EFL Learners' Listening Skill : The Case Study of First Year Pupils at Madaoui Middle School Mecheria

Dissertation Submitted to The Department of Foreign Languages Extended as a Requirement of The Master Degree in Linguistics.

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2020 /2021

Dedication

First of all, thanks to ALLAH, lord of the world who has guided and helped us, and to whom we owe everything.

I would like to dedicate this modest work to :

My Father and My Mother ; God prolong there age.

My sisters and My Brothers .

Acknowledgments

I would like to express my gratitude to my supervisor, Dr. Nadjia Boussebha for her guidance and support through the process of this research.

I am enormously thankful to the members of the jury for devoting much of their time in reading and examining my work.

In addition, I thank all the participants of this research for their contribution and willingness to support my work.

Last but not least, I owe special thanks and gratitude to my teachers of the department of EFL at the University Center Salhi Ahmed for their support during all of my five years of study.

Abstract

Songs, chants, poems, and rhymes play an important role in early language development. They represent a flexible resource which allows teachers to use and adapt them in a variety of ways so as to suit the needs of their learners. Furthermore, there have been a number of studies about using Kids' Songs to Enhence Pupils Listening Skill. Pupils easily absorb and reproduce the language of songs. They serve as an excellent memory tool. The repetition of words, language structures, and rhymes enhance learning and they stick easily in learners' minds. Thus, the present study attempts to investigate how Kids' Song can contribute to enhance english pupils listening skill. To achieve that, this research used questionnaire to be filled by first year English pupils at Madaoui Middle School and an interview to be conducted with English teachers. The collected data are analyzed both qualitatively and quantitatively. In general, results show that both teachers and students believe that Kids' Song provide a very attractive learning environment. Being repetitive does not mean that songs are dull, but instead they offer pupils opportunity to drill and acquire the language in a fun way. , this can help pupils to overcome the obstacles they encounter in listening .

List of abbreviations and Acronyms

- EFL English as a Foreign Language
- SLA Secend Language Acquisition

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General Introduction

General Introduction

Listening is an important medium of information gathering in our life. In addition, listening is the language activity that is used most frequently. As said by Cahyono & Widiati (2009) a new-born baby will first listen to the voices and sounds in his or her environment in order to internalize linguistic input, before he or she speaks and learns to read and write. For quite a long time, listening was regarded as a passive process, listeners just received information passively.

The use of song and music in the English language-learning classroom is not new. It has been proven by many researchers that music and songs become one of the effective ways in English Language classroom. Song helps pupils develop cognitive skills, as well as enhances language skills, by singing song; pupils learn language appreciation, vocabulary and rhyme. Songs provide a break from classroom routine, supplementing in this way a textbook or even serving as the text itself, and that learning through songs develops a classroom atmosphere in which the four skills can be enhanced. Songs, music and rhythm have been used by teachers over the years in order to aid language acquisition since according to researchers they 'have been defined as powerful aids to language learning, memory and recall.

Hence, the present work, by taking first year of English pupils at Madaoui Middle School as a sample of study and using questionnaires and interviews as the research instruments attempts to answer the following questions:

- How is the implementation of children songs in teaching listening skills at the first year Madaoui middle school pupils?

- How is the improvement of pupils understanding on listening skills through children songs at the first year Madaoui middle school pupils?

Based on the two research questions, the following hypotheses are advocated:

- The use of music and song change and prepare pupils for a new activity, it amuse and entertain and it make a satisfactory connection between the world of leisure and the world of learning.
- kids' Songs help pupils to improve their defficulties listening skills

This work may help the pupils who feel the need to find a correct pronunciation, practice the language skills due to the lack of time in the classroom, as it introduces the benefits of using Kids' Songs in learning.

This research contains two distinctive chapters theoretical and practical. the first one which is theoretical is divided into two sections, section one is concerned with Song and its definition , several terms and key points used in this study . In section two, Listening Skill, , will be defined too, the practical describes the research methodology used in this work, the data collected and its discussion.

Chapter One

Review of Literature

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1.2 Background of the study

1.3 Section One : Song

1. 3.1 Definition of Song

1.3.2 The Basic Elements of Song

1.3.2.1 Melody

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1.8.3 Advantages of Using Songs as Listening Activities

1.9 Conclusion

1.1 Introduction

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language ; Learn English through Songs is to improve listening skill . This chapter is devided into two sections , in the first section light will be shed on the main concepts related to the song containing its definition , some concepts related to them and the advantages of song . The second section consists of some definition related to listening and the importance of listening comprehension.

1.2 Background of the study

Generally, children are the plural of child and the definition child itself is an individual who has not reached puberty. Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people. Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media available now, so 'the writer uses song lyrics to improve pupils' listening skills. Listening skill is key

to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of skills of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's place and try to see the world through that person's eyes.

Music is powerful stimulus for pupils' engagement precisely because it speaks directly to our emotions while still allowing to us to use our brains to. Analyze it and its effect if we so wish. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of music can change and prepare pupils for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning. Listening was traditionally seen, as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between the participants.

Listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of skills of Language.

It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

1.3 Section One : Song

This section introduces song and it’s characteristics and some related terms .

1. 3.1 definition of Song

Song is a short musical work set a poetic text with equal importance given to music and to the words . Song is a kind of art works that are intended to be sung either with or without instrumental accompaniments.

Song is a series of words that are sung with a certain rhythm and tone. By singing songs, the teacher invites students to engage in activities that have to do with everyday life.Actually, the song was created with two objectives, namely the songs are created simply to be enjoyed and songs created for the purpose of learning,for example, teach vocabulary phrases, or specific sentence patterns. So teachers need to pick and choose songs that suit your needs and learning objectives to be achieved (Kasihani, 2007, p.113) .

1.3.2 The Basic Elements of Song

The teacher should know the basic element of song when he/she chooses the song to teach students, they are:

1.3.2.1 Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a combination of based on events or a series, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The basic elements of melody are duration, level, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated

throughout a song or pieces in various forms.

1.3.2.2 Rhythm

Rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as “timed movement through space”.

1.3.2.3 Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song .

1.3.2.4 Kids song

Kids song is a series beautiful and easy words that compatible for the kids and easy to memorize it. So, the use of kids songs as media in teaching listening is expected to motivate pupils in learning process. According to Sofiyah**, “ Kids song is a group of beautiful words in which there are a message tobe conveyed to individuals who have not reached puberty andpresented with a beautiful music so that they can get the message ”.(**2015, p.9) . This means that they will be more interested and also they get illustration and new vocabulary to express their idea in English. From the definition above we can conclude that Kids Songs is simple structure of word which combine with music and giving a message to child or teenager in order to make an education, entertainment, and enjoyable.

1.4 The characteristics of children’s song

the characteristics of the songs are created for kids‟ learning in the classroom are :

-Contains words, phrases, or sentences with a particular theme.

-Generally singing contextual so easy to memorize

-The song sung by the movements of the limbs (action songs)

-The song can be sung by kids outside the classroom.

- Level happily and quickly.

1.5 Procedure in Applying the Songs

To apply songs in the classroom, the teacher should also plan application sequence ofthe songs. Ratnasari (2007, p.13-14) stated that in applying songs, the writer offers two procedures suggested by Ur, Wright and Haycraft as bellow:

1. The procedure suggested by Ur and Wright (1993, p.13) as follows:

- Preparation: select a tape recording of a song so that you can sing it. Preparean overhead transparency (or a poster/ hand out) of the words of the song.
- Procedure: first, play the song on a tape or sing it to yourself; second, showthe words of the song; third, ask the students to follow the words; fourth, singwhile you play it again.

2. The procedure suggested by Haycraft (1983, p.14), he suggested some variations using songs recorded on tape as follows:

- Play the tape as many times as necessary and ask questions.
- Get the class to use line by following the tape.
- Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bringout a student to conduct different combination until the song is familiar.
- Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

1.6 Consideration and principles in choosing kids songs.

There are some considerations and principles in choosing educational songs. The following considerations:

1. Structure and lexis are simple and understandable
2. Songs are appropriate with language degree of the grade of students from elementary, intermediate, and advanced level
3. Songs have to suitable with the age level of the students
4. Teacher chooses songs that should have words which suitable of the kids
5. Songs have to more interesting to the students

The other principles are:

- Songs and rhymes for young kid should be interested and understandable
- Songs should have a relationship to the kids‟ area
- Songs should be linked to the theme, it should relate andinterested.

the consideration and principles of choosing kids‟ song that the teacher has to choose the suitable songs for the students‟ level. So, it can make interest, enjoy, easy,and happy.

1.7 Songs as a Teaching Media

Media is derived from the Latin word „medium‟ that means „between‟. The term refers to anything that carries information between a source and receiver. In general,it is a means of communication. Media is also considered as instructional system of teaching learning process . It issued in order to facilitate the teacher to achieve the goal teaching learning process. The teacher can select the media from the traditional ones up to the modern ones. In doing this study the writer uses songs as the media in improving the students‟ achievement in listening.

Song consits of lyrics. Mean while a song lyrics can be used to another way for people to communicate to the others .In our daily life, we are surrouded by songs. When we hear to the song our brain will realize, and we could be brought into the song.

Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. as sociated to the meaning. Third, they are good to introduce suprasegmental phonetics (stress, rhythm and intonation). Fourth, students play aparticipative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

1.8 Definition Of Listening

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.So listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge. Listening skill is a very important skill for hearing something from someone or something, for that reason Machado states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the ability to listen carefully to the speech of others during infancy and early childhood; others do not. Because language growth has described as a receiving process followed by a sending process, a child's listening ability is important to speaking and future reading and writing success. Machado (2012:223) explains further that; **Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5**. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice. Listening skill can be described as passive and receptive, but it involves active thinking and interpretation. From the explanation above listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's

shoes and try to see the world through that person's eyes.

1.8.1 Listening Comprehension

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the basic function of listening in second language learning is to facilitate understanding of spoken discourse. The researcher will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency. Clearly, the general purpose of listening is to comprehend a message. Since the listener has to understand the message as it is presented, effective listening requires the ability to organize and remember what is presented. Listening then involves giving conscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended. There are different kinds of comprehension. According to Lund (1990) he categorized comprehension into main-idea comprehension, detail comprehension, and full comprehension. Main-idea comprehension involves actual comprehension of the messages and depends primarily on recognition of vocabulary. Detail comprehension involves getting specific information; it may be performed independently of main-idea comprehension when listeners know in advance what information they are listening for. Full comprehension, which is the goal of listening instruction, involves understanding the whole message--the main ideas and the details. **Comprehension does not always require understanding every word or structure However, language learners usually assume that successful comprehension only occurs with total comprehension** (Faerch& Kasper, 1986; Ur, 1984). This belief causes some language learners to become frightened when they fail

to understand every single word they hear. According to Scarcella and Oxford (1992), students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure. Indeed, teachers should help their students understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.

1.8.2 The process of Listening :

Listening is assuming greater and greater importance in foreign language classroom is several reasons for this growth in popularity. According to As Roost points out, **listening is vital in the language classroom because it provide input for the learner**(1994, p.141-142) . Without understanding input at the right level, anylearning simply cannot begin. Two views of listening have dominated languagepedagogy since the early 1980s. These are bottom up processing view and top downinterpretation view. When listening to monologues either live or through the media,the listening is, by definition, not reciprocal. Actually there are many process of listening occur in five stages. They are hearing, understanding, remembering,evaluating, and responding.

1.8.2.1 Hearing :

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

1.8.2.2 Understanding :

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform…that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful

interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender . Remembering Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

1.8.2.3 Evaluating :

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

1.8.2.4 Responding :

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

1.8.2.5 The Importance of Listening Comprehension in SLA

An awareness of the importance of listening comprehension in second-language instruction emerged during the late 1960s .After wards, the importance of teaching listening comprehension in the language classroom became a main concern of second-language teachers and scholars; the attention has resulted in an increased number of listening activities in student textbooks .Despite the fact that listening comprehension still receives little time and attention inmost second-language classrooms instruction, it is described as a key language skillthat is important for language acquisition process as Krashen (1994) stated,**"Listening is considered today as a complex activity and a key factor in the languageacquisition process"** (as cited in Castro, 2009, p.1). Listening is the first language skill developed; it comes before

speaking, reading, and writing. It is the process of understanding and comprehension of spoken language.Many theorists realized thatlistening is not a passive but an active process of constructing meaning from a stream of sounds (Berne, 1998; & Joiner, 1984). Due to the difficulty of developing listening skills, it is educators' responsibility to create strategies that maintain students' attention high and therefore facilitate the process of acquiring language. Therefore, using YouTube videos would efficiently draw learners' attention in a positive way and would likely improve their listening comprehension.

1.8.3 Advantages of Using Songs as Listening Activities

- Music can be a wonderful medium for natural language learning. It mean, songs are comprehensible, enjoyable, authentic and full of language we need in real life. They are part of our lives and they are around us. It strikes the eye that there is a vast literature on the advantages of using songs as listening activities.
- Songs are regarded as a good means for age-related language learning. Songs are believed to accelerate memorization.
- Songs provide a variety of comprehensible input.
- Songs provide a large amount of repetition which is not tedious and which results in automaticuse of the target language.
- Songs provide a rich source of culturally-related elements.

Based on the statement above, the writer interested in using the song as a teaching media in EFL classroom. Song is can increase the pupilst‟s ability in listening comprehension .

1.9 Conclusion :

Throughout this chapter**,** Songs play an important role in early language development. It represent a flexible resource which allows teachers to use and adapt them in a variety of ways so as to suit the needs of their learners. Children easily absorb and reproduce the language of songs. They serve as an excellent memory tool. The repetition of words, language structures, and rhythm enhance learning and they stick easily in learners' minds . songs. Songs can be wonderful media for natural

language, furthermore songs will make the students relax and fun. By using songs, listening will be interesting and enjoyable.

Chapter Two

Data Collection and Analyses

2.1 Introduction

2.2 Participants

2.3 Research Instruments

2.4.1 Questionnaire

2.4.2 Interview

2.4.3 Data Collection and Design

2.4.3.1 Administration of Data Collection

2.4.3.2 Description of the Questionnaire

2.4.3.3 Description of teachers' interview

2.4.4 Data Analysis and Interpretation

2.4.4.1 Questionnaire's Results

2.4.4.2 Interview's Results

2.4.4.3 Interpretation of the Results

2.4 Recommendations and Suggestions

2.5 Conclusion

2.1 Introduction

The first chapter presented the theoretical part related to the current study, while the second chapter presents something more practical. It will describe the research and its aspects. Later, it will show the data collected through questionnaires and interviews as it has been explained in the general introduction, then proceed into analysis, discussion and drawing of conclusions.

2.2 Participants

The sample of the research consists of 30 first year pupils of English and 5 teachers at MADAOUI Middle school in Mecheria / Naama/ Algeria. They were randomly selected for the sake of representativeness to make generalization. Pupils' ages ranging from 11to14, they were chosen as participants in this research for many reasons. Among these reasons, the researcher can easily reach them. The main goal of dealing with English teachers is to explore their perspectives on how learning outside the classroom through song can help their pupils to overcome the difficulties they face inside the classrooms since this study deals with how Kids' Song boost the listening skill . Teachers of English module were selected because they are more familiar with this skill and can discuss make more reliable conclusions about the topic discussed.

2.3Research Instruments

This study was carried out using two research tools to achieve its aims; the investigation was carried out using two research tools. First, a questionnaire was designed to first year pupils at Madaoui Middle School in order to identify their opinions concerning the use of Kids Songs to Enhence Pupils Listening Skill. Moreover, an interview was conducted with the teachers of English to know their attitudes towards the contribution of this type of songs in language learning. Hence, based on a multi-method approach, which requires multi resources of data collection, this research has been designed.

Questionnaire

Questionnaire is an instrument that can be used for collecting data, which has many advantages. It is helpful for collecting a large amount of information in a short period of time. It is a set of questions for the respondents to fill in order to obtain their points of view and interests on a particular issue. Brown (2001 p. 6) states

> **"questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers**".

Interview

The interview is another data collection tool done between the interviewer and the interviewee(s), in order to get deeper understanding of a specific topic. It is considered as more reliable instrument, especially when dealing with a small group of teachers. Therefore, Wray & Bloomer, 2006, p: 152) stated that

> **"An 'interview' entails the researcher presenting the questions to the informant orally and recording the responses either in written notes or on an audio recording for later transcription and analysis".**

Which means it is an oral face-to-face conversation between the researcher and the participant seeking to discuss and get various viewpoints concerning the studied issue.

2.4.3Data Collection

This part of the chapter focuses on how the data collection was administered. It also denotes and gives further explanation on the content of the research questionnaire and interview.

2.4.3.1Administration of Data Collection

The data collection has begun on the 20th of February, by the researcher distributing 30 questionnaire papers among the students of the first year English at Maddaoui Middle School and interviewing 4 teachers of English. By the 1st of February, 25 answered papers were collected by the researcher and by the help of some respondents.

2.4.3.2Description of teachers' interview

A structured interview was conducted with four(4) teachers of English. Most of the teachers have a long career in teaching English as a Foreign Language at the Madaoui Middle School. The current interview aims to know teachers' thoughts on how can this type of songs be useful for students to enhance their listening comprehension.

The interview is divided into two sections; the first section consists of two questions. The first question aims to know teachers' experience in teaching Englishand the second one is concerned about their educational level.

In the second section, which consists of five questions, the focus was on the Listening comprehension. Teachers were asked to evaluate their pupil's listening skills in the first question. The next question requires teachers to explain the use of english songs , and the third one seeks to know teachers view about the use of english songs, the four guestion aims at exploring about the difficulties of using songs, question five's purpose at investigating the degree of usefulness of using English Songs interesting vocabulary.

2.4.4Data Analysis and Interpretation

This section will present the collected results of the questionnaire and interview as well as their interpretation.

2.4.4.1Questionnaire's Results

Twenty-five pupils of English at Madaoui Middle School of Mecheria have answered the questionnaires. In the next part, the researcher shows the findings of the questionnaire.

Demographical Questions:

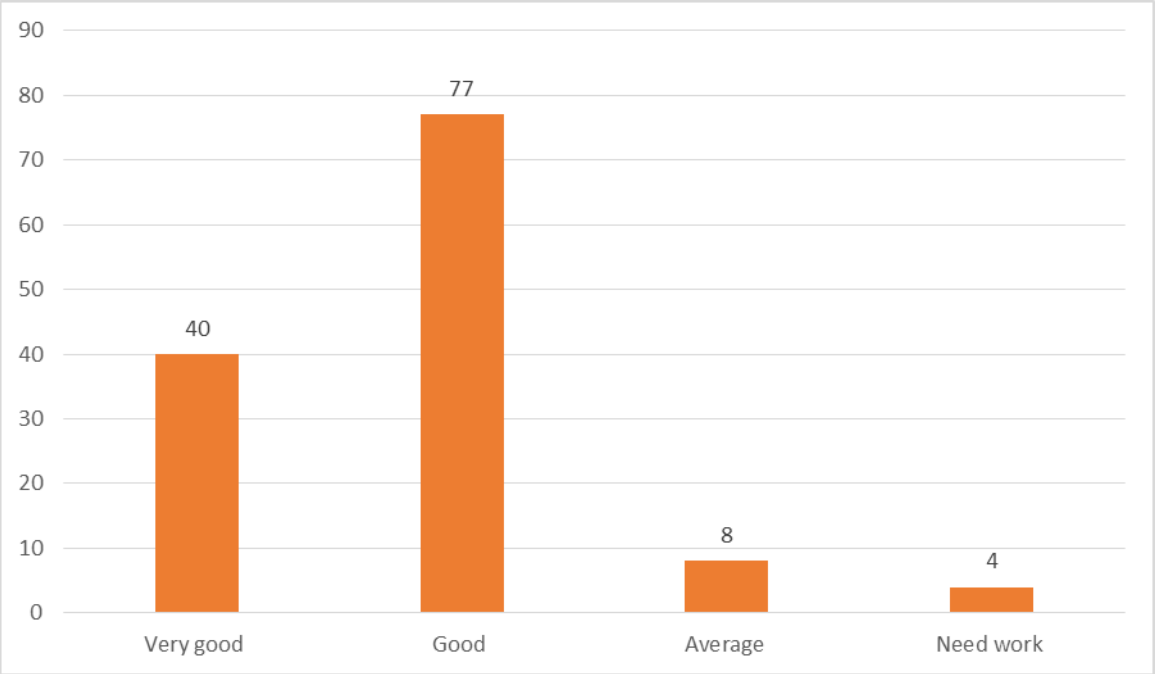
Questions one and two: The two questions are concerned with students' age and gender. The following table represents the findings.

Gender		Age
Females	Males	Ranged from 11 to 14
16	10	
60%	40%	

Table 2.1 Respondents' Gender and Age

The table reveals that female students are more than male with 16 (60%) females and 10 (40%) males, and their ages ranged from 11 to 14, which means that they are mature enough to understand the questionnaire's questions.

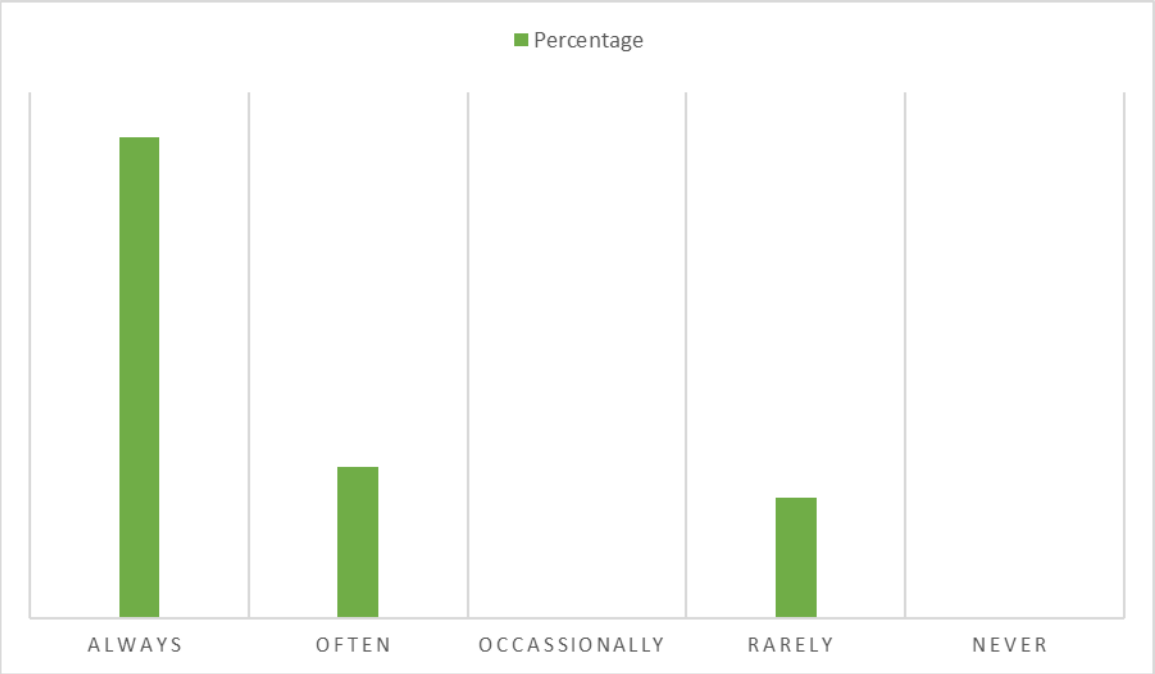
Question three: this Graph represents student's self-rating of their level in English.



Graph 2.1 Level of English

The bar chart above represents the number of students in relation to their level of English according to them. From the results, it can be seen that there is diversity in their levels. 18 students 77% reported that they are good in English, 3 8% said they are average learners of English, 2 8% think their English needs work and the other 40 % mentioned that they are very good.

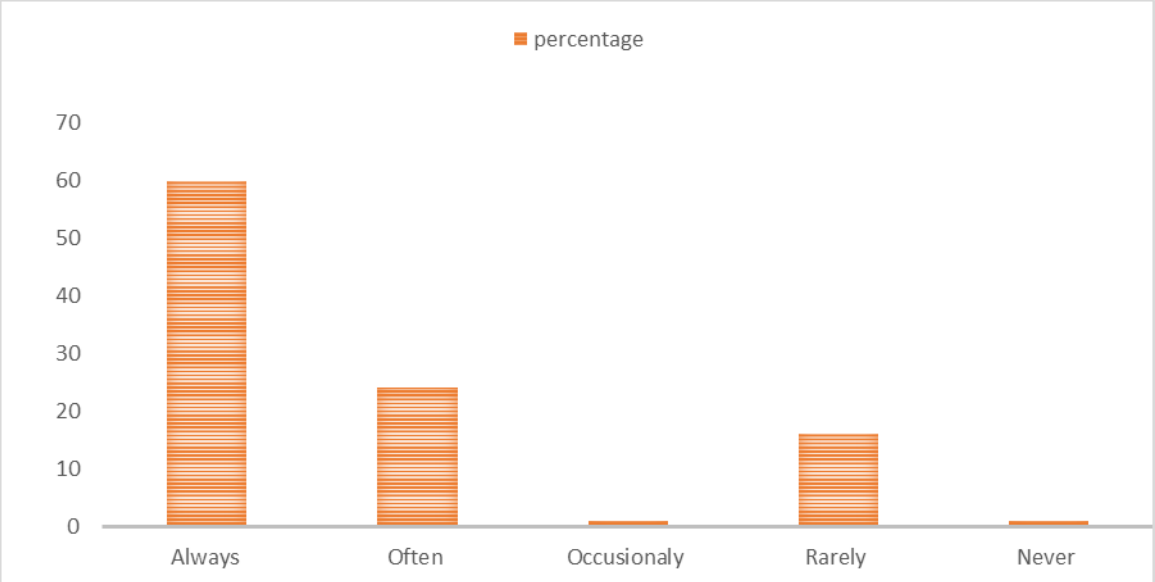
Question four: The graph below shows when Pupils use Music



Graph 2.2 Use of Music

From the answers shown above, it can be seen that the majority of students (64%) have always use of the music , 5(20%) of the pupils said often, and the 4(16%) remaining pupils reported that they are rarely able to use the music .

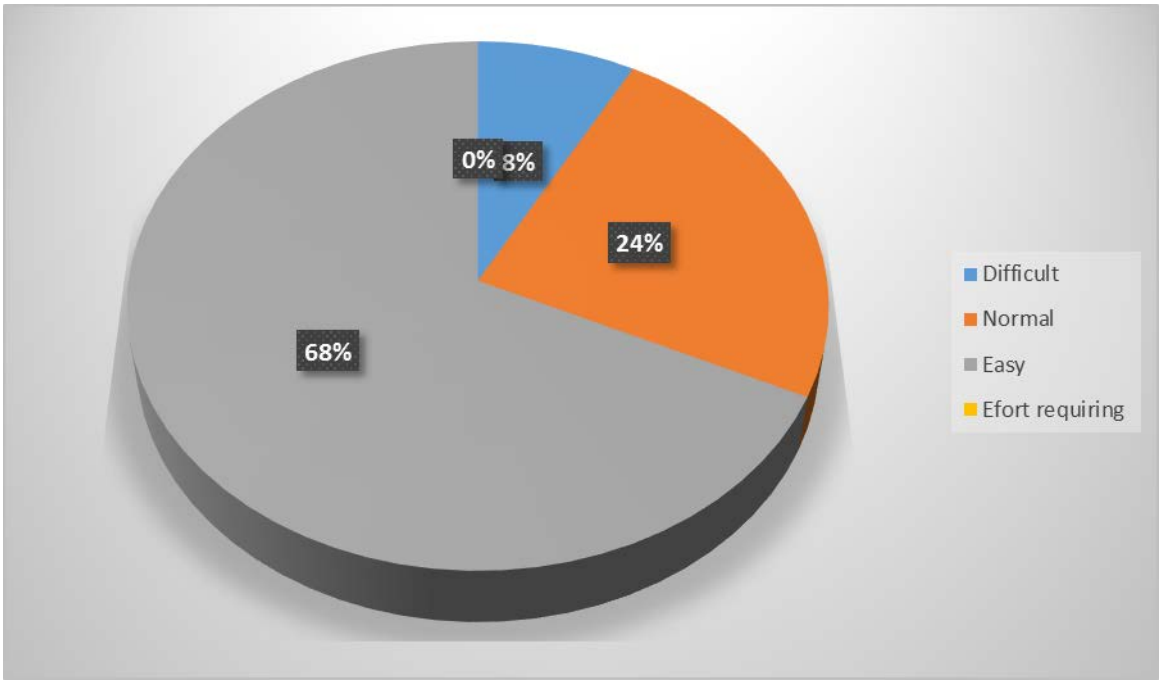
Question Five : The next Graph shows how children use song



Graph 2.3 The use of Kids songs

The results obtained from this question show that the majority of pupils (60%) are always using kids songs, (24%) claimed that they often use it, while the remaining (16%) said that they rarely using Kids songs.

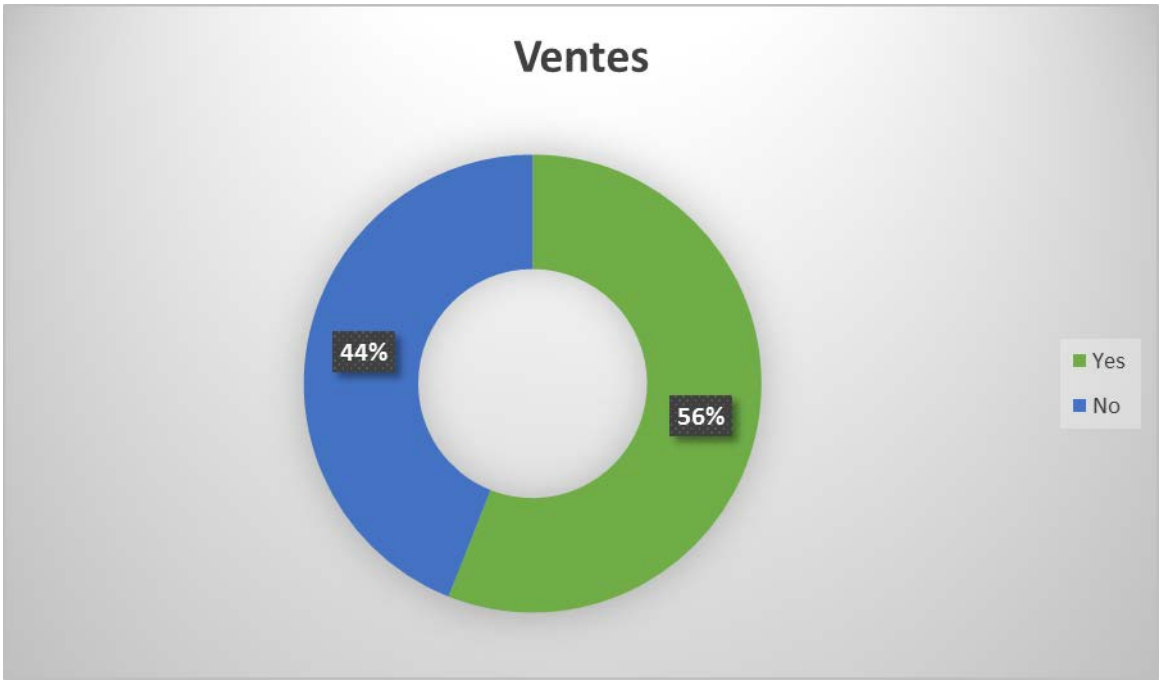
Question Six : This Graph shows Pupils' Attitudes Towards the Listening Skill.



Graph 2.4 Pupils' Attitudes Towards the Listening Skill.

As it is clearly mentioned in the graph above, a remarkable number of pupils find the listening skill "easy " (68%); (24%) of them think the listening skill is "normal " while the others find it "difficult".

Question Seven : The Graph below reveals how many students have tried to use Kids' Songs as an Alternative to Enhance their Listening Skill .



Graph 2.5 Kids' song as an alternative

Graph 2.5 points out whether pupils have used Kids' Songs as an Alternative to develop their listening skill or not. The answer was that (56%) said "Yes" and the other (44%) replied "No".

Rubric two:

Question One : On the table below the reasons for practicing English through Kids' songs .

Statements	Number	Percentage
a- Kids' songs are an effective tool to enhance my English skills in a natural context.	7	30%
b- Songs help me to recognize and remember new vocabulary.	4	10%
c- Songs enhance my motivation and interest towards English Language learning.	6	20%
d-I learn correct pronunciation of English words from Kids	8	40 %

songs.		

Table 2.2 Reasons for practicing English through Kids Songs

For table 2.3, it reveals the pupils' reasons to practice English using Kids Songs. The table shows diversity in the answers of students, 30% of participants ticked on "a", 10% have chosen "b" , statement "c" was chosen by 20% of them, while 40% answered "d".

Question Two: The following table summarizes the results of question one which elicits the participants' opinions.

Statement	SA	A	N	D	SD
1-I am interested in learning English independently through song.	7 (28%)	12 (48%)	2 (8%)	4 (16%)	0 (0%)
2-song provides an attractive learning environment.	10 (40%)	7 (28%)	6 (24%)	0 (0%)	2 (8%)
3-I learn English faster and better by using Kids' songs.	5 (20%)	13 (52%)	3 (12%)	3 (12%)	1 (4%)
4-Kids' songs provide me with authentic English.	9 (36%)	10 (40%)	0 (0%)	5 (20%)	1 (4%)
5-Using Kids' Songs is another way for me to learn English language	13 (52%)	8 (32%)	2 (8%)	2 (8%)	0 (0%)

Table 2.3 The participants opinions'

From the answers to statements 1 and 2, it can be seen that the majority of the participants are interested in learning outside the classrooms and Kids' Song is offering them an attractive learning environment. Since that, (76%) of them said that they strongly agree or agree that they are interested in learning beyond classrooms, and (68%) of them think that Kids's Song provides an attractive learning environment.

As for the third statement, the majority (72%) believe that they learn better and faster using Kids' Songs. Additionally, there is no big difference from statement three in the fourth statement where also, the striking majority agrees or strongly agrees that Kids' Songs Provides pupils with authentic English. Finally, (52%) strongly agrees and (32%) agree on the statement that Kids' Songs is another way to learn English language.

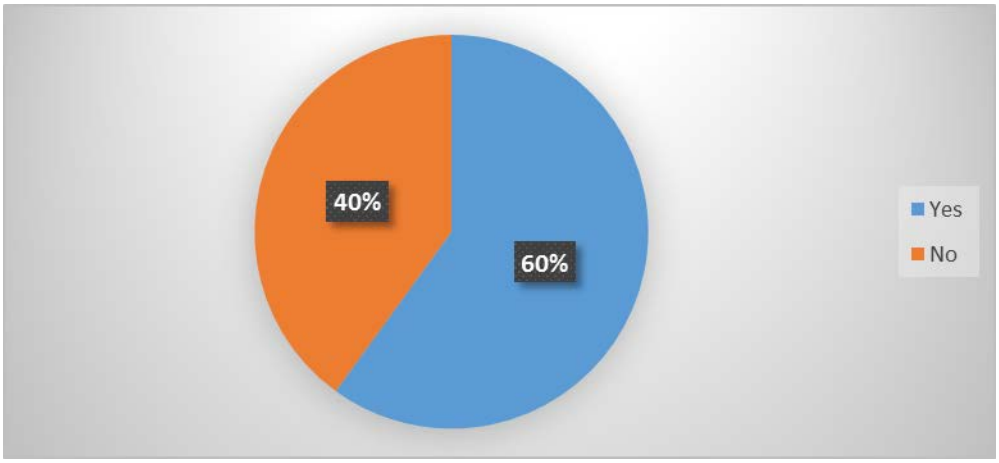
Question Three : Pupil's beliefs about Kids' Songs are shown on the table below.

Statements	SA	A	N	D	SD
The use of Kids' Songs is a good method for improving Pupils listening Skill.	11 (44%)	12 (48%)	2 (8%)	0 (0%)	0 (0%)

Table 2.4 Pupil's beliefs

On the above table, there is no diversity in the attitudes of the participants towards the use of Kids's Song for improving their listening Skill. (44%) said they strongly agree and (48%)said they agree. While only (2%) had neutral views.

Question Four : This question seeks to know whether students use English outside the schoolrooms or not, and where they feel more comfortable to use it by stating the reason.



Graph 2.6 Pupils' References

The pie chart above shows that most of the participants 60% Practice English outside the classrooms and the rest replied “no”. After answering the previous question, the participants were asked to justify their answers by stating the reasons. Students’ answers were nearly the same, the striking majority prefers to use English informally with especially on Music.

2.4.4.2 Interview’s Results

This part is slanted towards the teachers’ interview, a structured one was designed for four English Teachers at Madaoui Middle school in Mecheria , it aims mainly at analyzing the attitudes reported by the teachers about the use of Kids’ Songs to Enhence Pupils Listening Skill . Next, the findings of the Interview will be shown

Section one: Background information

The two questions are concerned with teachers’ years of experience and educational level.

Educational level		Years of experience
Licence / L.	Magister / M.A	Ranged from 4 to 8
6	2	

2.5 Teachers’ years of experience and educational level

The table above shows that teachers years of experience ranged from 4 to 8 and most of them (6) have "Licence/L.", while (2) of them have “Magister / M.A”.

Section Two: Students listening skill

-Teachers’ evaluation of their students’ listening comprehension.

Most of the teachers stated that students’ level in listening is average while 1Interviewee said it is good.

-Teachers' thoughts on pupils' use of Kids' song.

Question One : The aim of this question is to know whether teachers are in control of what their pupils are listening at home or not.

All the teachers replied by "yes" and some of them claimed that they ask their pupils to listena certain song at home, and they even allow them to bring songs and share them with their classmates in the classroom.

Question Two : This question aims to investigate the frequency of the teachers' use of English songs .

The majority of teachers agreed on the fact that songs can encourage and motivate students to participate in front of their classmates, thus, overcome their fear of listening .

Question Three : This question seeks to know teachers' views about the difficulties of using songs .

In this question, according to all the teachers « kids songs » are the easy method to improving pupils listening skills , teacher chooses songs that should have words which suitable of the kids.

Question Four : this question aims at exploring the teachers' point of view concerning the advantages and disadvantages of using songs in learning and teaching.

All the teachers support listening kids' songs because it make them easy to remember, anderstdand and suitable to learn.

Question Five : This question aims at investigating the degree of usefulness of using English songs in teaching vocabulary. The interviewees' answers revealed that they are all aware of the benefits of using English songs, because the pupils' enjoy and it makes them do not feel bored also easier to understand the materials.

2.4.4.3 Interpretation of the Results

In this part, the major results that are collected for each research tool will be discussed in relation to the already raised hypotheses. After analyzing the

questionnaires’ results, one can say that the majority of English pupilts at Madaoui Middle School find the listenig skill easy.

This can be explained by their attempts to use alternatives to develop their listening skill such as Kids’ songs as they help them recognize and remember new vocabulary, enhance their English skills in natural context and provide them with correct pronunciation, which leads to boosting their motivation and interests towards learning and practicing.

Therefore, they will be no longer afraid of practice English language inside classrooms or outside with friends, thus proving the first hypothesis. Furthermore, the striking majority believe that they learn faster and better by using Kids’ songs and they said that this attractive learning environment provides them with authentic English, which is a better way to Learn English. The use of children songs has been advocated in teaching listening process.

Typically, children songs are very interested to be implemented to improve listening skill. Students get the easy method in listening process. However, the students can understand the material of listening comprehension in the classroom

The results from the teachers' interviews have shown that teachers think that Kids’ songs are very useful for language learners as they improve their listening skill and other language skills. The findings also indicate that teachers are aware of the benefits ofKids’ songs, and these songs help to motivate students, provide them with authentic English and a huge list of vocabulary, and fix their pronunciation. In light of these findings, the first hypothesis was proven. In addition, most of the teachers suggested that conversational songs that expose learners to authentic language are very effective in enhancing pupils’ to listening skills.

2.4 Recommendations and Suggestions

Taking into account the previous findings of the primary and the secondary data, this work about the value of Kids’ songs In enhancing pupils listening skills provides the following recommendations:

In the light of the results of this study, future researchers are recommended to:

1. Conducting further studies on the effect of YouTube on learners' listening comprehension skills using different data sources like a questionnaire or an interview.

2. Take advantage of kids' songs in English classrooms, in order to add variety to the learning environment and to attract the learners' attention.

3. Inspire and encourage the learners to learn English language independently outside the classroom.

This study also opens doors for future research options such as:

1. Conducting the same research but on a larger sample to enhance the generalizability of the results.

2. Conducting further studies on the effect of song on pupils' listening skills using different data sources like classroom observation.

3. Conducting similar research about Kids' songs but on different skills such as speaking, reading and writing.

2.5 Conclusion

This chapter showed the data obtained from the analysis of the research instruments i.e., students ‟questionnaire, and teachers' interview, and the discussion of these findings. The current work was investigative and the analysis used was both quantitative and qualitative. This research aims at investigating the use of Kids' Songs to Enhence Pupils Listening Skill. It was found out that the majority of pupils and teachers value these songs, as they encourage pupils to listen, enrich their vocabulary and help them. Therefore, Kids' Song could increase the spupils listening ability.Therefore, the research hypotheses were confirmed.

General Conclusion

General Conclusion

There have been several studies about finding new ways and strategies that can enhance English pupils listeing skill. The reason goes to the fact that such a skill is considered a demanding and complex one. Therefore, this study was carried out in order to find out the perception of the pupils at Madaoui Middle school in Mecheria in using Kids ‘ songs to develop the listening skill independently. It aims at investigating how can these method contribute to enhance pupils listening skill.

The present study comprises two chapters. The first one was devoted to a theoretical background of the research, in which the main concepts related to the listening skill were highlighted; the definition of songs, the basic elements of it, the characteristics and procedure in Applying the Songs, consideration and principles in choosing kid’s songs and songs as teaching media.

In the next section of the chapter, light will be shed on some definitions related to listening such as listening comprehension and the process of listening, which are the focus of the study. In the second chapter, the researcher described the work and its aspects. Later, it showed the data collected through the research tools, then proceeded into analysis, discussion and drawing of conclusions.

The present study implemented a carefully designed questionnaire administered to the pupils of the first year English at Madaoui Middle School and an interview conducted with their teachers. The collected data provided by the questionnaire and the interview afforded evidence to support the hypotheses of the research. The results revealed that the striking majority of pupils and teachers agreed that Kids’ songs is a good way to improve the listening skill.

Songs can have a great impact on learners because of their multi-modal characteristics and may connect with the language in many different ways. Singing helps practice listening skills, vocalize the words and expressions and practice their pronunciation.

Consequently, pupils correct their pronunciation, and learn new words from the songs and music of kids. This leads them to be more confident and motivated to listen and participate in classrooms.

Finally, this research provides valuable insights to the use of kids' songs to enhence pupils listening skill, however, as mentioned earlier, this skill is a very easy method in listening process.

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APPENDICES

Questionnaire

Dear pupils,

The following questionnaire is a part of a study for attaining a master's degree. Which is an attempt to gather necessary information concerning the importance of Kids' Songs to Enhence Pupils Listening Skill for the first year pupils at

Madaoui Middle School. Would you please choose the answer of your choice, ticking off the items in a checklist or expressing your idea in the blanks? All your personal information as well as your answers will be kept confident and not be used for the other purposes.

Background Information

1-Age: ….

2- Gender: Male ☐ Female ☐

3-How do you suggest your level in English?

Verry good ☐ Good ☐ Average ☐ Need work ☐

4-Do you listen to The Music?

Always ☐ Often ☐ Occusionally ☐ Rarely ☐ Never ☐

5- Do you use Kids Songs?

Always ☐ Often ☐ Occusionally ☐ Rarely ☐ Never ☐

Rubric one:

1- How do you find the listening section ?

a-Easy

b-Normal

c-Difficult

d-Effort requiring

2- Have you tried Kids Songs as an alternative to develop your listening skill?

Yes ☐ No ☐

3- What might be the reason for practicing English using Kids Songs?

a-Kids Songs are an effective tool to enhance my English skills in a natural context.

b-Songs help me to recognize and remember new vocabulary.

c-I learn correct pronunciation of English words from Kids Songs.

Rubric two :

Tick (✓) your answer. (SA = strongly agree; A = Agree; N = neither agree nor disagree; D = Disagree; SD = Strongly disagree)

Statement	SA	A	N	D	SD
1-I am interested in learning English independently through Kids songs.					
2-Songs provides an attractive learning environment.					
3-I learn English faster and better by using Kids Songs.					
4-Kids Songs provide me with authentic English.					
5-Using Kids songs is another way for me to learn English language					

In the following table tick (✓) the right answer

Statement	SA	A	N	D	SD
*The use of Kids songs is a good method for improving pupils listening comprehension.					

2: Do you practice the listening skill outside the classroom? If yes, which one do you feel comfortable to use and why?

Yes ☐ No ☐

……

Thank you for your cooperation.

Interview

Dear teachers, the present interview is a data collection tool for a Master Dissertation about The Use of Kids Songs to Enhence pupils Listening Skill. Thus, you are kindly requested to answer the following questions.

Your contribution will be of great help to achieve research objectives. Thank you very much.

Section one : background information

1-How long have you been teaching English language at the middle school?

2-Educational level :

Licence /L 

Magister /M.A 

Section two : Pupils Speaking Skill

1. How do you evaluate your students' level in listening?

2. How often do you use English Songs to teach in the classroom?

3. Do you find any difficulties when using songs in your courses?

4. According to you, in using songs in learning/ teaching, state some advantages and disadvantages.

5. Teaching vocabulary through songs is useful for English learners.