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## Strategy In Overcoming Barrier In Listening English

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### Abstract

*The application of listening techniques with music must be very effective every day so that the results can be seen, and must be done with an introduction to grammar and other grammar in English. and this technique must be carefully considered, such as students' language skills and strategies that can be used when learning and teaching according to the explanation above, the author is very interested in conducting research on the listening learning program at the Islamic University of North Sumatra, on students in the second semester of Stambuk 23. to find out the learning program that is implemented in the classroom. This research aims to answer the following question (1) What materials are applied in listening lessons? (2) Are the students' listening skills good? (3) What effective methods do lecturers use for students? (4) Why do lecturers apply this method in their classes? (5) Is this an effective way to develop students' skills better?. Based on the information it can be concluded that listening plays a crucial role in language acquisition and proficiency. The document emphasizes the importance of developing effective listening skills to enhance language abilities and compete in a globalized world. Various strategies and techniques, such as using songs or TOEFL tests, are recommended to make listening activities more engaging and effective for students. These strategies aim to improve students' listening comprehension, pronunciation, and overall language skills. Furthermore, the document highlights the significance of incorporating music listening as a strategy to enhance English language learning. Music can serve as an engaging tool to present grammatical structures, new vocabulary, and rhymes in an entertaining way, thereby facilitating language acquisition.*

**Keywords:** listening, English, Strategy

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### INTRODUCTION

The development of science and technology today has many changes, so we are required to understand all technological developments on an international scale. As one of the key language skills, listening can be perceived as a complex mental activity which integrates two processes: decoding a particular text (word recognition) and comprehension (grasping the meaning) behind the text (Gough, Hoover, & Peterson, 1996). Based on this definition, the two processes interact with one another to establish understanding. To accomplish this result, word recognition must engage the learner's relevant schemata and initiate thinking about the collective meaning of a text (Collins & Collins, 2002). Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening it is easier to improve the other skills and gain confidence. So that everyone is expected to have knowledge, basic, or skill to make it easier for them to receive good listening so that they can compete in the era of globalization.

Students are expected to master many skills in English lessons. one of them is listening, so that students are able to master it and can use it to measure their abilities in the international world, and can also apply it well to their prospective students in the future. However, the hope we have now is still far away, students still have difficulty in listening lessons. proven by several quizzes that have been given, with unsatisfactory results. Therefore, this journal was written to create easier strategies and techniques to make it easier for students to master listening. Listening strategies are techniques or

activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies. Here I use the strategy is listening music.

Music listening is one of the most enigmatic of human behaviors. Most common behaviors have a recognizable utility that can be plausibly traced to the practical motives of survival and procreation. Moreover, in the array of seemingly odd behaviors, few behaviors match music for commandeering so much time, energy, and money. Music listening is one of the most popular leisure activities. Music is a ubiquitous companion to people's everyday lives. Throughout history, scholars of various stripes have pondered the nature of music. Philosophers, psychologists, anthropologists, musicologists, and neuroscientists have proposed a number of theories concerning the origin and purpose of music and some have pursued scientific approaches to investigating them (e.g., Itch, 2006; Peretz, 2006; Levitin, 2007; Schäfer and Sedlmeier, 2010). The origin of music is shrouded in prehistory. There is little physical evidence—like stone carvings or fossilized footprints—that might provide clues to music's past. Necessarily, hypotheses concerning the original functions of music will remain speculative. Nevertheless, there are a number of plausible and interesting conjectures that offer useful starting-points for investigating the functions of music. A promising approach to the question of music's origins focuses on how music is used—that is, its various functions. In fact, many scholars have endeavored to enumerate various musical functions (see below). The assumption is that the function(s) that music is presumed to have served in the past would be echoed in at least one of the functions that music serves today. Of course, how music is used today need have no relationship with music's function(s) in the remote past. Nevertheless, evidence from modern listeners might provide useful clues pertinent to theorizing about origins.

In proposing various musical functions, not all scholars have related these functions to music's presumed evolutionary roots. For many scholars, the motivation has been simply to identify the multiple ways in which music is used in everyday lives (e.g. Chamorro-Premuzic and Furnham, 2007; Boer, 2009; Lonsdale and North, 2011; Packer and Ballantyne, 2011). Empirical studies of musical functions have been very heterogeneous. Some studies were motivated by questions related to development. Many related to social identity. Others were motivated by cognitive psychology, aesthetics, cultural psychology, or personality psychology. In addition, studies differed according to the target population. While some studies attempted to assemble representative samples of listeners, others explicitly focused on specific populations such as adolescents. Most studies rely on convenient samples of students. Consequently, the existing literature is something of a hodgepodge. The enthusiasm for music is not a recent development. Recognizably musical activities appear to have been present in every known culture on earth, with ancient roots extending back 250,000 years or more (see Zatorre and Peretz, 2001). The ubiquity and antiquity of music has inspired considerable speculation regarding its origin and function.

However, the application of listening techniques with music must be very effective every day so that the results can be seen, and must be done with an introduction to grammar and other grammar in English. and this technique must be carefully considered, such as students' language skills and strategies that can be used when learning and teaching according to the explanation above, the author is very interested in conducting research on the listening learning program at the Islamic University of North Sumatra, on students in the second semester of Stambuk 23. to find out the learning program that is implemented in the classroom. This research aims to answer the following question (1) What materials are applied in listening lessons? (2) Are the students' listening skills good? (3) What effective methods do lecturers use for students? (4) Why do lecturers apply this method in their classes? (5) Is this an effective way to develop students' skills better?

## DISCUSSION

The problem which appears in learning process especially in learning English through song is the motivation of the students to study English. For a variety of reasons, including the difficulty of the language, their poor pronunciation, their ignorance of grammar, and their inability to understand words or sentences, they do not feel at ease or interested in learning English. Because they are not

accustomed to pronouncing English words correctly in everyday situations and because teachers typically focus more on teaching reading and grammar than pronunciation, students often struggle with pronunciation, making it difficult for them to pronounce words correctly and comprehend what others are saying. As a result, the pupils have no interest in picking up pronunciation. The efficiency of song-based instruction in improving English language learning. It emphasizes how songs can be an effective teaching tool for English because they present grammatical structures, new vocabulary, and rhymes in an entertaining and engaging way. According to the report, songs can aid in improving student focus because they are frequently simple to comprehend and connect to subjects that interest them. Learning songs involves repetition, which aids in memorization.

Different studies about the use of listening strategies by learners have been carried out. Vandergrift (1999) said that metacognitive strategies lead to listening achievement when they deal with cognitive strategies. Less efficient learners utilized cognitive and memory strategies most frequently and social strategies least frequently. The more efficient learners often applied strategies. They used top-down and metacognitive strategies which are related to the learners' listening skill. The less efficient didn't use top-down strategies but utilized bottom-up strategies (Graham, Santos, & Vanderplank, 2008; Shang, 2008). Chulim (2008) performed a study about exploring the utilization of listening strategies by students in five Mexican universities. The findings indicated that the most frequent use of strategies was emphasizing on particular information, while taking notes and previous knowledge were the least strategies.

There weren't any significant differences across universities in the use of listening strategies. Goh and Yusnita (2006) and AlAlwan, Asassfeh, and Al-Shboul (2013), emphasized the positive effect of listening strategies on the learners' listening performance. Yang (2009) and Al-Alwan, Asassfeh, and Al-Shboul (2013) stressed the significant role of metacognitive strategies in helping learners to undertake the listening activity more effectively and to distinguish successful listeners from unsuccessful ones. Coskun (2010) and Al-Alwan, Asassfeh, and Al-Shboul (2013) performed a study to investigate the effect of metacognitive listening strategy training program on listening comprehension. The findings represented that the experimental group had a significantly higher performance and metacognitive strategy training can be used in the listening classes to further the listening process. Twenty-eight Iranian EFL listeners participated in a strategy-based approach. It was utilized to four listening lessons to improve listeners' comprehension of IELTS listening texts. With the results of the discussion, this is the answer to the problems contained in the introduction

1. The material applied in listening learning is material that is in accordance with the RPP and the applicable curriculum
2. students' listening abilities in English every week carry out listening tests with unsatisfactory results, therefore it is necessary to have an effective strategy to develop student talent
3. The methods used are various, namely using songs or TOEFL tests, which attract students and make it easy for them to understand the listening material.
4. because this method has proven to be very effective rather than just listening to the material and making students not enjoy learning, with the results of the observations made the students are more interested listening test using songs
5. It is proven by the results of students who have used this method which is very effective in developing student leadership very well

## CONCLUSION

Based on the information it can be concluded that listening plays a crucial role in language acquisition and proficiency. The document emphasizes the importance of developing effective listening skills to enhance language abilities and compete in a globalized world. Various strategies and techniques, such as using songs or TOEFL tests, are recommended to make listening activities more engaging and effective for students. These strategies aim to improve students' listening comprehension, pronunciation, and overall language skills. Furthermore, the document highlights the significance of incorporating music listening as a strategy to enhance English language learning. Music can serve as an engaging tool to present grammatical structures, new vocabulary, and rhymes in an entertaining way, thereby facilitating language acquisition.

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