

Students of English department listening types using “Minefields” song

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Abstract

Listening requires creativity in the learning process because speech from speakers will influence and be recorded directly into the human brain of terms, but not all humans can immediately recall what has been heard with various causal factors. This present research was aimed to find the types of listening song using Minefields’ song in Universitas Muhammadiyah Cirebon. This research employed descriptive qualitative research from the students’ assumptions. The researchers arrange the data into classes according to certain criteria for better analysis. Two instruments were used including: questionnaire and interview. The questionnaire was distributed to 20 students from 4 and 8 semester. And from 20 participants researchers chose 6 students randomly were involved in the interview. The results showed that most of students listening types is extensive. Which means they are focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks. Most of participants said Minefields song can increase their listening ability. Minefields song has vocabulary to improve listening skill while the students hearing minefields song. It consists of song inside the story as well as equipped with Interview.

Keywords: types of listening; students’ assumptions;

INTRODUCTION

Listening is an important skill from four basic English learning skills including speaking, listening, writing, and reading that should be mastered by Indonesian learners as basic skills communicate using this language. Listening requires creativity in the learning process because speech from speakers will influence and be recorded directly into the human brain of terms, but not all humans can immediately recall what has been heard with various causal factors.

Stewart (2016) said the ability to listen is crucial in the study of second and foreign languages. Despite appearing to be a passive activity, it involves much more than simply hearing what the speaker says. The listener must actively engage in processing the information they hear, which includes the five elements of hearing, paying attention, the ability to listen is crucial in the study of second and foreign languages. Despite appearing to be a passive activity, it involves much more than simply hearing what the speaker says. The listener must actively engage in processing the information they hear, which includes the five elements of hearing, paying attention, comprehending, responding, and retaining the information. If the elements are incomplete, it’s only hearing not listening. In addition, Rost (2011) said listening in language teaching refers to a unique complex process that

allows the listeners to understand spoken language by pacing, units of encoding, and pausing factually. In short, listening asks the listeners to process what they hear to gain information that informed by the speaker. Also, Harmer (2007) categorizes listening as a receptive skill and including in sub-skill area and he also stated there are differences how people understand for specific and general information through their listening. In short from some definitions above, listening is a language skill that has complex process which need some elements to complete that process for gathering information of spoken language by hear sense that human has.

The definitions above are about listening in general. While listening skill is a core component of second-language proficiency. It is one of skill that uses one of human sense, ears, as the first part to entrance the information in audio form before it comes to the human brain. In addition, listening skill is a key to receive messages effectively. The effectiveness can be seen from the combination of hearing what someone says and psychological involvement with the person who is talking. From those definitions it can be concluded that listening skill is important element in English language proficiency that has some factors inside and outside of the listener that will affect the output of this skill itself. Whether the information is received effectively or not.

Types of listening

According to Rost (2011) Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill. Those are:

- a) Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.
- b) Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.
- c) Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.
- d) Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.
- e) responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.
- f) autonomous listening; focus on learner management of progress, navigation of “help” options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

Based on the exposure of types in listening skill, there are some relations between skill and listening to the music or song. People can hear music everywhere but it's not absolutely they listen to the music. They are really listening to the music when they have one of the three types above. It is a skill that needs a process that will make someone really know of what they listen to not only hear.

The process of listening

Listening is a process that will ask the listener to interact with what they listen to. The real listener should comprehend on what they listen to. The comprehension on listening process minimally has eight processes (Clark & Clark (2016), those are:

- a) The hearer process what we will call “raw speech” and holds on as an “image” in their short-term memory.
- b) The hearer determines the types of speech event being processed and then appropriately “colours” the interpretation of the perceived message.
- c) The hearer infers the objective of the speaker through consideration of the type of speech event, the context, and the content.
- d) The hearer recalls background information relevant to the particular context and subject matter.
- e) The hearer assigns literal meaning to the utterance.
- f) The hearer assigns intended meaning to the utterance.
- g) The hearer determines whether information should be retained in short-term or long-term memory
- h) The hearer deletes the form in which the message was originally received.

METHOD

Qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective (Lim et al., 2005). This study is descriptive qualitative research. The researchers applied interview and questionnaire. The participants response from the students of English Department whose heard the Minefields' song. The time that the research does base on the informant time. Also, the reason why the researchers chose these following respondents is because the researchers wanted to beliefs if they are foreign learner than the other grade. In this research, the researchers used the interview and questionnaire via *google form* in order to find the point of moral value that the audience gets from song lyrics Minefields by Faozia ft. John Legend. This research was conducted at Universitas Muhammadiyah Kota Cirebon for the 2021/2022 academic year. The participant of this research is the students from English Department because the researcher's reason is the students of English Department already dedicated of English language. Also, listeners of the students from English department are believed to be better able to capture the song faster and precisely than the other students. The object this research is to know the types of listening students' ability while listening Minefields' song. The subject of this research is the students of English Department at Universitas Muhammadiyah Cirebon who listened Minefields' song.

The data source of obtained from the research subject. After did there search design. In the second meeting the student will get an interview and questionnaire. The data that used in related to student perceptions of the students about the opinion after getting read aloud experience. The data will be collecting such as questionnaire and an interview to the students of English Department at Universitas Muhammadiyah Cirebon.

RESULTS AND DISCUSSION

From six types of listening included: Intensive, Selective, Interactive, Extensive, Responsive, Autonomous. The data shows all types of listening. The most types of listening

participants use are Extensive. it means most of the participants are concern or more focus on listening continuously, managing large amounts of listening input.

1. The Listening Types of English Department Students based on Questionnaire

The researchers found the types of listening students based on the questionnaire there are Intensive, Selective, Interactive, Extensive Responsive, and Autonomous listening. The result of data findings is presented in table 1.

No	Types of listening	Amount	Percentage	Rank
1.	Intensive	6	10%	4
2.	Selective	6	10%	4
3.	Interactive	12	22%	2
4.	Extensive	14	24%	1
5.	Responsive	12	22%	2
6.	Autonomous listening	10	12%	3
Total		60	100%	PRESENTAGE % = N/60=100

Table 1. Listening Types of English Education Department

From table 1, it was shown that the highest rank of the type of listening students English department from grades 4 and 8 is 68,4% Extensive. It means most of participants are focus on listening continuously, managing large amounts of listening input. The participants concern to listens longer extracts and performs meaning content tasks.

2. Students' assumptions about Minefields song

The researcher chose 6 participants randomly from 20 participants. The students gave their own assumptions after hearing Minefields song. The finding data are based on the interview. The result of the data findings, moreover, are presented as follow:

a. Minefields' Song has a good message

From 20 participants most of them said that Minefields' song is a good message to learn because it has good intellectual, which is consisting of limitation, precision, justice, wisdom, knowledge, intuitive feelings and arts.

Student NR: *I amaze after hearing Minefields song because this song shows us how two people of the character loving each other deeply. Until they would accept the risk in front of them.*

The other students said:

Student M: *In my opinion, this song has a good intellectual which is consisting of limitation, precisions, justice, wisdom, knowledge, intuitive feelings and arts.*

And some of students are also had same statements if minefields song has good moral value to learn:

Student IP : *In my opinion all the writers said inside of Minefields' song has a good message and knowledge until I know some of word and its new for me. The other side I heard this song shows the wisdom because I saw the characters find a way to solve the problem. Of Couse it the song has intuitive feeling because the writer tells us about*

hard conditions while we are falling in love. The art of this music video was also amazing because my mind didn't expect the story at the end.

The similar opinion, the other participant looked at the content of Minefields song.

Student BC: *In my opinion, minefields song has goodness intellectual which consist of restrictions, fortitude, justice, wisdom, science, intuitive sense of art.*

Student NB: *In my side, Minefields song giving me some knowledge that I have never thought before like some of vocabulary, how to stay, how the keep something we have and how to fix the problem.*

Student NR: *In my opinion, this song has a good intellectual which is consisting of limitation, precision, justice, wisdom, knowledge, intuitive feelings, and arts.*

Based on the research, the researcher classifies minefields song into goodness intellectual which consist of the following terms: restrictions, fortitude, justice, wisdom, science, intuitive sense and art.

b. Minefields song has a good music instrument to listening

All of the participants say they enjoy and has deep feeling when they are listening to Minefields song. Because the basic genre of this song is ballad song.

Students S: *I feel like enjoy because the music is calming me.*

Student BC: *I felt flows with the symphony of this song, I feel sad because the story of this song is present us how to survive in difficult conditions with someone we love.*

The student #BC said that Minefields song bring a moment while hearing the song.

Students BC: *This song influences me to follow the harmony because the melody of minefields song is slow which is it can made me calm. But, also powerful at the same time because the voice of the singer Fouzia and john lagend match to each other until they package the song so good.*

But another student, if they need to music to make them stay up.

Students NR: *I'm just enjoying to listening this song after study because the instruments up. Make me stay up and ready to receive the material we learn.*

Additionally, Norflee (2016) said it has four factors that affect listening skill, are slow it makes me relax but sleepy. What I need is something energetic song to warm me those are: The listener, speaking style, background knowledge, and visual input. Which is the more listener interested in the topic the easier they listen into the topic. Without adequate background knowledge, listeners with poor listening skill had difficult time accessing difficult information. The manner in which people speak may have an effect on listening and for some people, visual supports aid listening for new information.

Listening means trying to see the problem the way the speaker sees it—which means not sympathy, which is feeling for him, but empathy, which is experiencing with him. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own message in hearing process.

c. Minefields song has not good content to learn in formal school

The researcher found some of the students' assumption if minefields song is not good content as a material learning in formal school. Because the researcher doesn't found connectivity from syllabus national in 2018 and messages inside the story of Minefields song:

Students IP : *In my side I thought this song is a good song to listen, but we can't. make it as a material we use in the classroom. This song has represented us just for fun*

Students S : *You can move on not like this song still put you in a hard situation. Even you already do your best, but you can get back. You just must let them go.*

Students NR : *The song doesn't have bad word, enjoy hearing but the content is about stupid or innocent people who wanted sacrifice their life to be each other which is not my type.*

Students BC : *This song has a good message I have work so hard to make my dreams come true. But It depends with the other people this song is also can be boring because better to let go. Not staying like there is nothing one else in the world to stay with us like the message of this song said.*

CONCLUSION

After analyzing the data and discussing the result, the researchers would like to draw the following conclusions. From 6 types of listening the Students of English Department, the types of listening most of participants is Extensive it means most of them are concern or more focus on listening continuously, managing large amounts of listening input. The participants listen to longer extracts and performs meaning content tasks. Later. their assumptions about moral messages in the lyrics shape their understanding better while listening the song.

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