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2 **A Study on Improving Listening Comprehension through Eng-**
3 **lish Songs for Students at Ho Chi Minh University of Food In-**
4 **dustry**

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Abstract: The purpose of the research is to particularly investigate the effectiveness and the views of students at Ho Chi Minh University of Food Industry about improving their listening comprehension skill through English songs. The reason of choosing this topic for all intents and purposes is based on difficult issues in listening skill. There mostly is no denying that listening plays an important role for students, and they are considering listening important and difficult. The target of research was the students at Ho Chi Minh University of Food. A questionnaire was distributed to students participating in the survey in order to answer the research question, which particularly is quite significant. Based on the research findings, the students generally agree to the help of the songs during the learning process. This can be seen in participants' responses. The students believe that every aspect of the songs could be used to help them develop sort of better listening skill. In another word, listening English songs particularly has the benefit to improve listening comprehension skill.

Keywords: music, English songs, listening comprehension, improve skill

1. Introduction

In learning English, there definitely are four skills that must basically be mastered. Listening is one of the most important skills to master. Listening for the most part is not only just hearing, but also understanding in a subtle way. Success of speaking is measured by ability understanding what the speaker is saying. Listening generally is the activity of paying attention to the speaker and trying to find meaning from something that for the most part is heard (Underwood, 1989). Of the four fundamental skills in our lives, listening is the most frequently used. Listening accounts for 45%, speaking 30%, reading 16% while writing 9% (Hedge, 2007), so listening is one of the skills that need to be acquired when learning English.

There essentially are many ways to specifically improve your listening comprehension skill, one of them is using songs. Some people love to listen to English songs and it can kind of be used to improve listening comprehension. Harmer (2001) says that songs change the atmosphere in the classroom. He considered songs as one of the methods to teach in the listening process and pointed out that songs are very versatile techniques in teaching. As defined by Ocak (2012) songs are important teaching tools in teaching English because most teachers find out the students love to listen to music in classroom. Students often have a strong opinion of music and students who are normally quiet may become more talkative when discussing it. Therefore, students should have great motivation to improve their hearing. This leads to the teachers have many options, some of which are to use English songs. Furthermore, students will not get bored listening to the lesson because most students love to listen to music. The English songs can be interesting to others in a

kind of big way. Students will see English songs as part of entertainment rather than work and therefore, learning English through songs becomes fun and comfortable.

Using songs in the classroom is a great way to enhance listening. However, it may be the success of the process to make the listening activities more effective. According to Kline (1996) building vocabulary will improve conservation skills and reading skills as well as listening skills. And the more words students are learning, the better listener students will become. Therefore, there has a relationship between listening and vocabulary. When listening to English songs, students can increase their new vocabulary. Songs help teachers motivate students by bringing a part of real lives into the classroom and presenting language in a more completely communicative setting. Songs can also provide information on the density and abundance of cultural input that is not possible in the classroom, which can help the student process information.

Lynch (2008) said that almost everyone is fond of music because it is a part of language and life. As a child, everyone is lulled to sleep with lullabies. As an elementary school student, everyone sings and dances to countless songs. As a teenager, everyone is attracted to the vibrant, captivating melodies of popular songs. As an adult, every special event in life is associated with music, for example, people work, people play, or even people exercise. From televisions, theaters, stadiums, parties, there is music. Music is available in anywhere and anytime.

Hidayat (2013) argues that listening is also important to mastery for the sake of building good communication. To build good communication with others, individuals must understand the meaning of the message their partner communicates when they converse. To understand the messages conveyed by others, it takes the ability to listen.

Teachers should know what students expect during teaching and learning, especially in listening, so teachers can identify teaching strategies and methods to make learning more successful and enjoyable. Therefore, the process of teaching using English songs in class listening to English lessons will be successful if the students pay attention to the material and do better. At the same time, teachers need to have appropriate strategies and methods in the teaching process using English songs in English listening lessons of the class. Therefore, the effect of using English songs in the listening class of English lessons to increase students' learning ability will be granted.

This article focuses on the effects of listening to English songs to improve listening ability. Listening is a skill that is important because it is one of the skills to be proficient in learning English. The research questions were formulated as follows: Are English songs effective in improving students' skills? How do the students feel when using English songs? Through this research, students who want to improve the listening skill can choose the right way to do it and the way is not difficult. Thus, English songs can for the most part be a good way to learn listening comprehension because almost students enjoy listening to the songs and songs are easy to find.

2. Literature Review

Traditionally, students often underestimate the role of listening, while focusing too much on reading and writing skills. Listening is one of the indispensable abilities in languages. Because it is the input, listening is the foundation of speaking and writing. If the students are not effectively

receptive to input during listening, then they are not able to perform well in writing and speaking for the feedback process. This shows that listening is important, because it helps students lay the foundation for speaking and writing.

First, to get ideas for a theoretical basis for this study, the feature of listening comprehension, reasons affecting listening comprehension and problems in teaching will be presented. Next, some sections about English songs will be pointed out. These parts will consist of the trait and the functions of English songs in the listening classroom, and the reasons and the principle for using English songs in the listening classroom.

The features of Listening comprehension

Theoretically, listening comprehension is considered a process in which the individual focuses on selected aspects of the audio input, then from the meaning of the words heard and associates them with existing knowledge. Rost (2005) suggests that listening is a thinking and initiative active process. Ur (2000) shows the feature of listening: informal language, inconspicuousness of the speaker and interaction. It is not too difficult to understand. The material should be easy for students to grasp the main content so that students can predict the process and prepare well. This is not listening because the speakers are invisible. Listening comprehension also requires interaction between teachers and students. This means students feedback to teachers on what they listen to and teachers will their judgments for students. Therefore, listening process needs to active participate, rather than passively receive information.

Reasons affecting Listening comprehension

Many reasons that influence listening comprehension, including motivation, preferences, confidence, attitude, and anxiety. Dulay (1975) created the concept of “the affective filter hypothesis” to demonstrate the above reason affect to foreign language learning. They described it as an internal development that will hinder learners from acquiring language. Based on Dulay’s theory, Krashen (1982) divided the influencing reasons into three aspects: motivation, confidence, and anxiety. During his experiments, he showed that students were more anxious in listening than in other subjects. Attitude influences the overall learning process because having a positive attitude makes it easier for students to learn a language (Xiao Y. , 2009). If the students do not have motivation, fear of failure, negative views on cultural language, high affective filter, which would hinder the achievement. On the contrary, students who are more comfortable and confident in language learning will absorb the effectiveness of learning.

Psychological reasons also affect the listening comprehension process. Teachers to create a comfortable atmosphere. For example, if the subject is too difficult for students, it may cause them anxiety or scare. In this case, teachers must carefully review the documents or text used in classes to help students overcomes their fears. Furthermore, for those students who do not dare to give their opinion because the majority have the opposite the opinion. In this case, teachers must provide a non-threatening atmosphere that encourages students to speak out their views. Teachers should

design a variety of tasks and activities to suit the different capacities of each student. This will encourage them to think and teachers will be open to student's questions.

"Locus of control" theory, which was defined by Findley (1983), should be mentioned. Locus of control represents a person's attitude towards controlling events in their lives. Insiders are people who feel responsible for everything that happens in their life. Outsiders are those who believe events are determined by out-of-control force. To students in learning a language, the theory "Locus of control" determines whether they accept or reject learning tasks, whether focused or unfocused during the learning process, whether or not they can conquer difficulty. In learning, outsiders rely mainly on their teachers and consider teachers as an important factor for academic success. Influenced by the traditional notion of teacher power, teachers dominate in the classrooms. This leads to students have little chance to discuss or express their opinion in classes. Teachers should understand students' strengths and weaknesses, then make appropriate assessments of their behavior, encourage students to be more, and help them deal with setbacks positively.

Memory, as a concept from psychology, is also important for listening comprehension. The memory system has three stages: sensory memory, short-term memory, and long-term memory. To store information is difficult because the first two stages are relatively short. For students at Ho Chi Minh University of Food Industry, listening is not an easy task as a memory for a foreign language is shorter than one's native language. Many students have a misconception about listening comprehension. They believe that they should understand every single word they have heard. Once they encounter an unrecognized word, they miss the information and weaken their brains. In this case, bottom-up processing has been replaced by top-down processing since the previous process focused on hearing words, while the following section focuses on listening to the main ideas of information (Richards, 2005).

The issues in listening teaching

As mentioned in the previous section, listening is important and difficult for students at Ho Chi Minh University of Food Industry. A survey of the role of listening skill conducted by Campbell (2011) showed that four-fifths of the teachers recognized the importance of listening comprehension in the classroom. He observed that the tests were monotonous, the classrooms were congestion and the teachers were too focused on teaching grammatical rules. This is the real situation currently emphasized in language classes. Moreover, some teachers pointed out common problems in teaching listening comprehension. First, students lack effective instruction and practice in learning listening courses. Second, the lack of inputs let students become a passive learner. Third, text-based listening will make students lose interest. Therefore, the old methods of the current teaching of listening comprehension skill should be changed as well as consider choosing the right listening material.

It is not too hard to notice that the main problem lies in the method of teaching. In addition, effective and educational listening teaching should be applied, not only to attract the attention of students

but also to create an interactive atmosphere. Many students have lots of difficulties and a high level of anxiety in listening courses. Nowadays, students feel bored with the traditional teaching methods, why not use new methods, such as bringing English songs into listening comprehension? Students always have a passion for English songs and a desire to learn the culture of a foreign language through songs.

The features and functions of English songs in listening comprehension teaching

When learning about the English language, listening is a skill that needs to be understood. If a student is not used to listening, then when he or she is in a listening class that will be difficult to grasp the contents of the existing text. Hence, to easily understand existing text, that student needs to get used to practicing listening ability. In learning English, especially listening, there are many media to help students improve their listening, for example, videos, movies, TV shows and songs. Songs as media that can improve listening.

Music is the rhythm, a reflection of our physiological life. Music is also the melody, the sound sequence, connected with daily emotional life. Both children and adults love song because songs can relieve a person's pressure and create a relaxed, light-headed feeling (Lieb, 2008). Wang (2008) pointed out that songs have three main features. Songs must be highly motivating, contain linguistic information and knowledge about history and culture. Songs are great popularity that strongly influence the method of teaching. Furthermore, they create fun for both sides, the teachers and students. Jiang (2004) said that English songs have a beauty about the melody and the lyrics that are easy to remember and imitate.

Many authors conclude that English songs have a great function in listening comprehension. They can improve comprehension, increase vocabulary, create a fun atmosphere, bring energy to the classroom, and motivate student confidence. Qiu (2006) proposed another function of English songs in teaching listening comprehension: improving memory and practicing pronunciation. In addition to the above functions, Fonsa-Mora (2011) also pointed out two other functions of English songs, which are to improve memorization and practice pronunciation. Interestingly, English songs give different universal themes, for example, love, joy, sadness, dreams. A lively atmosphere is also promoted by English songs. The close association with language gives music great potential in the classroom because much information is contained in English songs, such as pronunciation, vocabulary, and grammar.

"Jingle Bell", written by James Lord Pierpont, connects with Christmas because the song was sung at Christmas and it became popular around the world many years ago. Teachers can use this song in the classroom and then introduce students to the Christmas customs of western countries. Moreover, the teacher can teach students the way to pronounce and learn vocabulary by using it. Of course, listening to "Jingle Bell" is not the purpose of teachers. Teachers use it to create real-life

activities. Students can feel the joy, practice pronunciation, learn vocabulary, and some cultural knowledge that the song brings. In the field of historical knowledge, it is impossible not to mention “Auld Lang Syne”, an extremely famous song about British culture. “Auld Lang Syne” was a remake of the famous poem by Robert Burns, a Scottish poet. Originally, this song was played on New Year’s Eve when people welcomed the New Year. Today, the song is also used on important occasions, such as graduations, farewell parties, funerals. Students are easy to follow and learn by heart as the song has a beautiful melody, clear pronunciation, and suitable tempo. “Auld Lang Syne” means times gone by, “gie” which is Scottish vernacular means give, so it is useful for the teacher to teach vocabulary for students. Teachers can allow students the opportunity to discuss and share their opinions about love and friendship. This helps students actively participate in classroom activities. Therefore, English songs are a wise choice to use in the classroom and students can learn historical and cultural knowledge through them.

The reasons and principles of using English songs

The reasons for using English songs in teaching listening comprehension, there are many opinions given. English songs can change the teachers’ choice and create an intimate atmosphere for students to learn by Lems (2005). According to Jiang (2004), the use of songs in teaching listening comprehension is for two main reasons. First, it is emotional reason. In his eyes, the use of English songs in class is an efficient technique, for songs to become an emotional filter and so that it can increase input and create a relaxed, easy atmosphere. Second, it is a linguistic reason. In terms of linguistic reason, English songs have strong and vibrant tones, which help students remember and improve teaching efficiency.

Building on Jiang’s background, another reason was added by Liao (2006). He called cognitive reason. For this reason, he divided it into two main aspects. Firstly, he referred to Krashen’s input to get the appropriate linguistic input. Secondly, he is assuming that an opportunity for automation can be created by using English songs. Tradition conceptions assume that automation will happen with reality even in the no-environment. When teachers put students in an environment of listening, singing, and appreciating English songs, it can be automated. Furthermore, if music has characteristics like repeating lyrics and responding to situations, automation will greatly improve students’ language learning study process. Therefore, automation is closely related to music in the listening classroom. One thing to keep in mind is that automation will not work if songs are not used. On the other hand, automation is improved throughout the learning process by songs with the right trait.

After presenting the opinions of experts on the function of English songs and the reasons for using them in teaching listening, it is high time to introduce the principles of song selection. It is obvious that not all songs are suitable for teaching students, some may have complex melodies, some may have unsuitable themes. The bottom line is that teachers like it and want to share it with students. If teachers really love a certain song, most students will likely prioritize listening to the songs chosen by their teacher. Teachers easily convey profound and emotional lessons. Lems (2001) suggested that songs should be easily selected. When choosing songs, teachers need to keep a few rules in mind. First, the lyrics must be clear, the meaning is not ambiguous. Second, vocabulary will be appropriate to the student's ability. Third, teachers should be listened to and studied songs carefully before introducing them to students to avoid negative content (e.g. songs about racism, political argument, controversial religious issues, or porn problem). Lieb (2008) suggested that the length of songs should be limited to four minutes, as songs that are too long can become boring and distracting to students. Lynch (2008) thought songs should have positive themes (love, family, friends, dream, happiness) and importantly these songs are loved by students. Vernon (2006) stated that the song's melodies should not be too fast and the context should be easy for students to understand. Wang (2008) also agreed with this view. He thought that songs with fast rhythms will make students unable to catch up with the contents which are conveyed by the musicians. Ur (2000) also calculated that easy documents are better than complex ones. For easy documents, even if some parts are missed in the listening process, students can still understand and get it. While for complex ones, it will cause some negative effects on students such as frustration and shortage the motivation, which in turn leads to students becoming bored and even scared during the listening process.

In short, sincere advice to teachers is to choose songs carefully and rationally. Teachers must first be aware of the difficulty and study the song selection carefully. Not all pop songs are suitable for learning listening comprehension, such as rap songs that have a fast tempo, unclear pronunciation, use much slang and swear words. Second, the theme of the songs is important. There have been many inappropriate themes appearing in pop songs. Students may suffer bad influence from those songs if the teacher uses them. It should be remembered that it is not appropriate to choose songs with violent and sexually explicit content, which can negatively affect students and certainly do not have any usefulness in the goal of improving students' listening ability. Teachers should only use songs with positive themes that are appropriate for the students' ages. To do this, when introducing songs to students, teachers must select and listen to them first. Finally, the length of songs should be limited. If the songs are too long, students may lose interest in listening and the teacher will have to spend more time on assigning activities to students.

3. Materials and Methods

3.1. Research setting and Participants

This research had conducted at Ho Chi Minh University of Food Industry which is located at 140 Le Trong Tan Street, Tay Thanh Ward, Tan Phu District, in Ho Chi Minh City. Data collection was taken place outside of the classroom, such as the library, canteen, and other student-frequented locations.

The participants in the study were students and a lecturer from Ho Chi Minh University of Food Industry. The answers came from 120 students and were taken from many different batches so that the outlook on different experiences in learning English listening could be obtained.

3.2. Assessments and Measure

Five steps were taken in the study: identifying participants, building tools, conducting the study, processing and reporting the data. The first step of the study was to select samples. The participants who were 120 students at Ho Chi Minh University of Food Industry were selected based on the purpose of purposive sampling. The second step was to build the tools. After selecting participants, tools were needed to collect the data for answering the research question. The first tool was questionnaires consisting of fifteen closed-ended questions. Conducting a study was the next step. Survey questionnaires were distributed to 120 students who met the criteria. The next step was processing after all the data were collected. The results and answers to the study problem were carried out in this step. The last step was data reporting. The results of the study were used to conclude.

In the study, a questionnaire was chosen as the main instrument because it was beneficial. The first advantage was the low cost of sampling responses. The second advantage was not taking too much time needed to collect data. The questionnaire was distributed to students to obtain information about the influence of English songs on the learning process. Likert-scale consisted of fifteen closed-ended questions with five answer choices was used in the questionnaire. The five answer choices included: strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA).

4. Results

English songs as a good learning resource to help students improve their listening comprehension

Students feel interested in English songs. The experience of students and the impact of using English songs in the learning listening comprehension represented the quantitative data.

No	Question	SD	D	N	A	SA
1	English songs are suitable for students to use as materials in the process of listening.	0%	0%	12%	35%	55%
2	Using English songs in the classroom creates a more relaxing atmosphere.	0%	0%	5%	35.8%	59.2%

3	Playing English songs while studying can make students think more clearly.	0%	2.5%	12.5%	45.8%	39.2%
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Table 4.1 Students' opinions about English songs

Students' opinions on the influence of English songs in the process of learning listening comprehension are shown in table 4.1. The first statement was the students' experience when using English songs in the learning listening process. The data showed that no students chose strongly disagree and disagree, 12% chose neutral. On the other hand, 35% of students chose to agree while the rest of the students (55%) chose strongly agree. That means students felt English songs help them in learning listening comprehension.

The second statement showed English songs support the classroom to create a more relaxing atmosphere in the learning listening process. None of the students chose strongly disagree and disagree, 5% of students chose neutral. There were 35.8% agree and 59.2% strongly agree. From the above data, the percentage of strongly agree was overwhelming. It could be inferred that English songs helped students build their mood and improve their emotions in the learning listening process.

The third statement referred to the use of English songs to think more clearly. The table showed no one chose strongly disagree, but 2.5% of respondents chose to disagree. There were 12.5% of students who chose neutral. On the other hand, about 45.8 % chose to agree while 39.2% chose strongly agree. It showed that playing English songs while studying depends on how students use them as a source of their learning listening comprehension.

No	Question	SD	D	N	A	SA
4	English songs help students speak English more fluently.	0%	0%	9.2%	47.5%	40.8%

Table 4.2 English songs have an effect on speaking skill

The next section discusses the combination of English skills needed to improve listening comprehension skill through English songs.

Statement number four discusses what English songs brought to students in improving their speaking ability. The data shows that no students chose strongly disagree and disagree while there are 9.2% of respondents chose neutral. The 47.5% chose to agree and 40.8% chose strongly agree. The study concluded that English songs played a big role in improving students' speaking fluency talent.

No	Question	SD	D	N	A	SA
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5	Students become more familiar with English words when they spend time listening to English songs.	0%	0%	2.5%	32.5%	65%
6	English songs help students understand casual words.	0%	1.7%	10.8%	43.3%	44.2%
7	Students memorize new words easily when listening English songs.	0%	0%	5%	40%	55%
8	New vocabulary will stay in mind longer when listening English songs.	0%	0.8%	9.2%	43.3%	46.7%

Table 4.3 English songs have an effect on vocabulary

The next table in this section discusses students' vocabulary through English songs. The data from the responses were in the following table.

Table 4.3 showed students' experiences in using English songs in their learning listening process. The influence of English songs on vocabulary skills was discussed through these four statements. Statement number five was an affirmation that the use of English songs helps students become more familiar with English words. The data pointed out more than half of the respondents chose strongly agree (65%), 32.5% chose to agree, 2.5% chose neutral and of course, none of them chose strongly disagree or agree. It could be concluded that students all agreed with the use of songs to become more familiar with the English word, from the data.

Statement number six was the support of English songs in increasing students' vocabulary. Based on the data, there were 0% for strongly disagree, 1.7 % for disagreeing, 10.8% for neutral. On the other hand, 43.3% chose to agree and 44.2% chose strongly agree. The data showed that the majority of students agreed with the statement that English songs help increase vocabulary with causal words.

Statement number seven was the benefit of using English songs in vocabulary memorization. Like statement number five, no students chose strongly disagree or agree, 5% of students chose neutral. There were 40% for agreeing and 55% for strongly agree. The data proved English songs make it easier for students to memorize new words.

Statement number eight continued to be another benefit of English songs in improving memory. Table 4.3 showed that there were 0% for strongly disagree, 0.8% for disagreeing, and 9.2% for neutral. Agree and strongly agree were more dominant, 43.3% for agreeing and 46.7% for strongly agree. In short, English songs not only help memorize, but they also help students remember longer.

No	Question	SD	D	N	A	SA
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9	English songs help students speak like native speakers.	0%	2.5%	15%	52.5%	30%
10	English songs help students arrange an English sentence in the proper order.	2.5%	6.7%	17.5%	43.3%	30%
11	Students can imitate the correct pronunciation of words through lyrics.	0%	0%	11.6%	49.2%	39.2%
12	Listening English songs can help students quickly improve their speaking skill than before.	0%	0%	18.3%	54.2%	27.5%

Table 4.4 Combination of speaking and listening skills

Table 4.4 provided data on the combination of listening and speaking. Statement number nine was the benefit of listening to English songs to improve speaking skill. The data pointed out that none of the students chose to disagree, but there were 2.5% for disagree and 15% for neutral. With 52.5%, agree accounted for more than half answer and the remaining 30% for strongly agree. The results showed that most of the students who were surveyed agreed with the statement that English songs help them speak like a native.

Statement number ten mentioned the influence on writing skill. The data results showed that 2.5% of students chose to strongly disagree, 6.7% chose to disagree and 17.5% chose neutral. There were 43.3% for agree and 30% for strongly agree. It could be concluded that students agreed that English songs help them arrange an English sentence in the proper order.

Statement number eleven was the help of English songs in students' speaking skill. Base on the data, none chose strongly disagree and agree. There were 11.6% in neutral. On the other hand, 49.2% chose to agree and 39.2% chose strongly agree. The data stated that students were helped by English songs to imitate the correct pronunciation of words through lyrics.

Statement number twelve was students' attitudes towards the use of English songs in improving speaking English. There were none of the respondents for strongly disagree or agree. There were 18.3% for neutral, 54.2% for agree, and 27.5% for strongly agree. To sum up, English songs had a positive influence on students in the process of learning English. English songs helped students improve their speaking, writing, and vocabulary skills. Combining these skills could improve listening skill.

English songs play an important role in learning listening

No	Question	SD	D	N	A	SA
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13	English songs are a great media in leaning listening comprehension skill.	0%	0%	2.5%	50%	47.5%
14	English songs help students hear English words correctly.	0%	0%	12.5%	57.5%	30%
15	Listening English songs help students adapt to native speakers' pronunciation.	0%	4.2%	15.8%	47.5%	32.5%

Table 4.5 English songs have an effect on listening skill

Statement number thirteen was an affirmation of the benefits of English songs. The survey results showed that no students chose strongly disagree, disagree and 2.5% chose neutral. Meanwhile, half of the students who were asked chose to agree (50%), and 47.5% for strongly agree. Based on the data, it could be concluded that students agreed with the statement: English songs are a great medium in learning listening comprehension.

Statement number fourteen discussed the way to help students improve their listening. Once again, no one chose strongly disagree or disagree. The number of students who chose neutral was 12.5%. On the contrary, there were 57.5% about agree and 30% for strongly agree. The results of the data indicated that English songs helped students practice and improve their listening ability.

Statement number fifteen stated that English songs helped students adapt to native speakers' pronunciation. Table 4.5 showed that no students chose strongly disagree, but there are 4.2% chose to disagree and 15.8% chose neutral. On the other hand, most of the students chose to agree and strongly agree with percentages of 47.5% and 32.5%.

Discussion

Research results showed that English songs help students develop listening skill. From the research results, English songs are seen as a good source of learning in improving listening comprehension. Students can enjoy listening and learn many new vocabularies through English songs. Besides, the use of English songs helps teachers make many improvements in the teaching process. English songs make students enjoy the class and pay attention more seriously, for example, students actively ask questions to the teacher and participate in-class activities.

There is no denying the help of English songs in motivating students and helping them improve their listening comprehension. The songs not only enhance motivation but also relax the mind of students by reducing stress, creating a relaxed atmosphere. English songs help students remember

words longer, pronounce them more accurately, and adapt to native speakers' pronunciation. Xiao (2013) stated that English songs not only provide enough input but also create a relaxed atmosphere and increase students' motivation in the listening learning process. In addition, Arevalo (2010) confirmed that English songs a wonderful combination of vocabulary, grammar, culture, and art.

5. Conclusions

The purpose of conducting research is to answer the research problem. The research problem is the use of English songs to improve students' listening comprehension at Ho Chi Minh University of Food Industry. The participants in the study were students from Ho Chi Minh University of Food Industry. The answers came from 120 students and were taken from many different batches so that the outlook on different experiences in learning English listening could be obtained.

From the study, it can be seen that students affirm English songs as a useful source of learning materials. All students love English songs. English songs are a great method in learning listening because English songs are a great combination of listening, speaking, reading, and writing. Nghi and Son (2019) stated that songs are not only effective in teaching listening skill but also used to improve other skills. In addition, from the survey, it can be seen that English songs play a very important role in the process of listening. A comfortable atmosphere, a funny class, a way to motivate students that is not only easy to find but also cheap, a tool to connect teachers and students that is what song brings.

Suggestion

From the research results, the use of English songs in the process of teaching listening shows that it helps students improve their listening skill. They have proven their usefulness in stimulating students' interest, and made listening lessons more funny and engaging. For these reasons, it is hoped that lecturers at Ho Chi Minh University of Food Industry will use English songs as a learning tool in the future to help students improve and develop their listening skill. With the great benefits that English songs bring, students should use them to improve their listening comprehension skill.

However, with the number of the sample still small, there are still many unexplored aspects. Hopefully, in the future, this study will be continued with a large number of samples to expand the application of English songs in the listening process not only in Ho Chi Minh University of Food Industry but also in all schools in Vietnam.

6. Patents

Funding: This research received no external funding

Conflicts of Interest: The authors declare no conflict of interest.

Appendix

The questionnaire for investigating English songs

	No	Question	SD	D	N	A	SA
		English songs are suitable for					16 of 18
	1	students to use as materials in the process of listening.					
	2	Using English songs in the classroom creates a more relaxing atmosphere.					
	3	Playing English songs while studying can make students think more clearly.					
	4	English songs help students speak English more fluently.					
	5	Students become more familiar with English words when they spend time listening to English songs.					
	6	English songs help students understand casual words.					
	7	Students memorize new words easily when listening English songs.					
	8	New vocabulary will stay in mind longer when listening English songs.					
	9	English songs help students speak like native speakers.					
	10	English songs help students arrange an English sentence in the proper order.					
	11	Students can imitate the correct pronunciation of words through lyrics.					

12	Listening English songs can help students quickly improve their speaking skill than before.					
13	English songs are a great media in leaning listening comprehension skill.					
14	English songs help students hear English words correctly.					
15	Listening English songs help students adapt to native speakers' pronunciation.					

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