Improving the Potential of English Language Skills for the Indonesian Learners through English Song

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Abstract:
This research aims at elaborating how English song could be the learning instrument in improving the Indonesian learners' English skills at some English courses in Makassar. In order to collect and analyze the data of this research, the researchers use the qualitative and quantitative method as the research procedure. To collect data, the researchers separate three kinds of data. Those are the primary data, the secondary data and the supporting data. The primary data are the data gained from questionnaire and interviewing the English students from different course in Makassar. Then, the secondary data are the data gained from the previous researchers that discuss about the improving the English learner skills using song. The last data are the data gained from book, journal, thesis or any article related to this research. The result of this research found that song as the instrument for improving the English young learners' skill is effective when English student would like to improve their ability in (1) pronunciation, (2) grammar, (3) Listening Sharpness, and (4) Vocabulary.

Keywords: The English Song, The English Language Learning, The Students' ability, The English Student

Introduction

English language has been known as the international language and the lingua franca of this global era (Moser et al., 2018). It is commonly

spoken language in the world. As has been conceived that two countries with different culture, lexicon, and social circumstance can communicate or even severe the diplomacy by using the English language. Besides, English is also known as the language of digital era, particularly for building the social network in the social media application such as *Instagram*, *Facebook*, *Twitter, et cetera* (Arafah & Hasyim, 2019). It is because, all these websites are using the English written styles as their introduction for the social media user. Thereby, in nowadays, people who are using the digital application particularly on internet should have capacity in understanding the English language (Hadiyanto et al., 2017).

In order to reach an advance level in English proficiency, every single school around the world, provide the English studies in their curriculum (Amankulova & Seisembieva, 2011). In Amankulova & Seisebieva's research, it is stated that the English curriculum is designed to improve the English learners' skills by classifying what are the learners' problem in facing English studies as a foreign language. Those problems that most English young learners have are Pronunciation, grammar, Listening, and vocabulary.

These above problems are the commonly mistakes in improving English language skills (Noom-Ura, 2013). Therefore, numerous researchers attempt to resolve the above problems by providing the varied approaches in improving English language skill. In the bellow point, the researchers provided the previous studies to perceive how English researchers resolve the above problems.

PREVIOUS STUDIES

Green (2005) states that in improving the English young learners' skill, particularly for the vocabulary enhancement, the leaners could utilize the technology and computer system. Because the device could provide the English learners with valuable academic lexicons, idioms, slangs, and terms. Definitely, studying language using technology can trigger the English learners to gain any languages around the world.

Besides, another method that can improve the English vocabulary is digital game (Cornillie et al., 2012). According to Cornillie, this instrument can enrich the learner's vocabulary because the digital game, particularly for the crossword puzzle game, often time stimulates the learners' memory to memorize their vocabulary.

Furthermore, pronunciation also takes an important role in having a conversation (Morley, 1995). Unfortunately the students of English major (particularly those who are not the native speakers) have a different pronunciation with the native speakers (Talebi & Teimoury, 2013). That is why when the students pronounce some sentences in English, they sound it differently. Because the non-native speaker has an impediment to spell and copy the way native speakers sound some words. The question in this point is how can the listeners get the meaning of the students' utterance, if they produce or pronounce the words improperly?

In this case, in order to be able to communicate using English language especially in the advance communication level, the English students should have a good pronunciation in expressing their thought (Sutriani, 2008). Based on Sutriani's opinion, it can be inferred that pronunciation is the basic thing in having the English conversation. It is due to when the English pupils mispronounce some words, it can automatically change the meaning of the message (Sholeh, 2015).

Besides, one of the difficulties of pronouncing English language for the foreign learners is the variety of consonant and vowel sounds (Chan & Li, 2000). This research states that most English young learners in China are difficult to pronounce English vocabulary properly. This case is slightly similar to the Indonesian's English learners. This idea is in line with the research finding of Suryono et al. (2020) that claims that most Indonesians young learners could not pronounce nor spell an appropriate English alphabet such as vowel and consonant.

The causes are the Indonesian English young learners accustomed to pronounce the Indonesian alphabets and pronounce it in a different phonetic. For instances, "a" in English must be pronounced "*ei*" in *Bahasa*. Yet, in *Bahasa*, "*a*" Vowel must be pronounced "Aa" in English. Then, "i" in English must be pronounced *"ai"* in Bahasa, in contrast "i" vowel in Bahasa is an alphabet of "e" in English (Syaroni & Munir, 2005).

Syaroni & Munir assume that this sometimes hamper the Indonesian English young learners to master the English pronunciation. Because it has a different sound in expressing the English alphabet. For instance, when Indonesian students learn on how to pronounce "take", they sometimes separate into two syllables "ta-ke" which definitely mistaken phonetically (Arafah; Wahyuddin, and Kaharuddin, 2020).

Another example word that often times make the leaners mispronounce the English word is "Famous.". Most of the English young learners are impediment to pronounce the "famous" word. Instead of pronounce it *Fei-Mes* for the correct pronunciation of "Famous" word, the most of the young leaners pronounce it Fa-Mos which is the incorrect pronunciation. Here the bellow table where most Indonesian English young leaners mispronounce some English vocabularies:

Table 1. Several English Vocabularies that often time mispronounced by the young learners

No	English Vocabularies	How to pronounce	How Indonesian learners pronounce English words
1	Famous	Fei-mes	Fa-Mos
2	English	Ing-glish	Eng-Lis
3	Route	Rut	Rou-te
4	Fruit	Frut	Fru-it
5	Wi-fi	Wai-fai	we-fee
(English, 2020)			

Furthermore, for the second of the four problems above is Grammar.

Grammar is one of the teaching approaches in transferring English material. The grammar approach in ELT is attempting to tell people how learners should speak, write and understand the rules of language usage (Kaharuddin, et al., 2018). This argument has been designed that most teachers in the formal schools should transfer the English material using traditional grammar and structure approach.

Automatically, the English material will be seemed like the formula of math. As has been known that the study of grammar and academic writing is often dreaded by many students, particularly for the college students (Yarber, 2010). This above case makes the young learners frequently skip the class particularly in facing the English grammar material (Basri, 2019).

Despite of the English language requires grammar and syntactical understanding to structure the sentence in academic writing, yet Chang (2011) perceives that offering grammar for the foreign English learners is not appropriate for the English young learners. It will be suitable if they are provided with the English basic conversation instead of memorizing the English grammar. Besides, by offering the English conversation for the young learners, they will be expected to speak fluently and grammatically (Ahmad & Rao, 2013).

In transferring English material, Chang (2011) separates two style of teaching methodologies those are: (a) teaching English with grammar, and (b) teaching English with conversation (communicative approach). For the former method, studying grammar has plus and minus. The plus one is the English pupil will be able to express their thought in academic writing. Indeed, academic writing requires an ability in grammar.

However, it is unfortunate to convey that when the pupils would like to express their opinion in speaking, they will be puzzled to state it. It is because the young learners need to memorize the formula of the sentence before producing it (Arafah; Thayyib; Kaharuddin; and Sahib, 2020). For instance, if the English pupils want to express a Present Perfect Tense, they have to memorize (S+Have+V3). Based on this formula, it can be inferred that young English students will take time to think and automatically the conversation will be stagnant (Bao & Sun, 2010).

The latest method is teaching English using conversation (this point refers to the oral-method in literary work such as poetry, theater/drama and prose). By using this method, the English learners can improve their English ability either in expressing their idea and understanding the cultural understanding of English culture (Sugiyartati et al., 2020).

Studying English using the said method may have advantages and disadvantages as the former method. The advantage is the students can express their argument in speaking because they frequently memorize the sentence written in the literary text and they accustomed to practice the sentence itself (Baharuddin & Gosal, 2020). Nevertheless, when they desire to express their statement in academic writing which requires good grammar comprehension, the students are very often to

hesitate to do so.

Subsequently, the third problem is listening sharpness. Basically, the English language environment will surely improve the student's ability in speaking and listening (Kaharuddin, 2017). Theoretically, listening occurs either by intention or when something in an utterance catchers the listener's attention (Sabandar, 1988). It means, the communicators need to pay close attention to what their opponent speakers state. Besides, in order to obtain the meaning and improving the English learner's vocabulary, they ought to force themselves to listen and comprehend the conversation.

Listening proficiency basically is as same as any English ability such as reading, writing and speaking. In order to obtain language proficiency, there are two tools that human being must train it. One of those tools is Listening (Tyagi, 2013). By listening a lot, the listeners will be expected to memorize numerous vocabularies and also comprehend about they heard before.

For instance, children, in the English language country, can grasp the message of the language because they used to listen and follow what their mother state. They frequently trained their ability in order to make their listening shaper. Therefore, if the English learners want to have a good skill in listening English, they have to put themselves in the English environment.

What the researcher means about environment, it does not refer to the location of the learner's school nor the English study equipment such as an English audio. Yet, it refers to another place where most people are speaking English (Arafah & Kaharuddin, 2019). As we can see that studying foreign language requires a good place which will be influential for the English learner. It is because, if they are putting themselves in the English environment, they are going to be encouraged to produce English all the time.

Finally, for the last problems is vocabulary. Speaking English definitely requires numerous vocabularies in order to make English conversation. Because vocabularies are as important as grammar. By having vocabularies, the English learner can communicate or share each other about many issues and it will automatically increase their English lexicons.

On the other hand, in Nist's Book, called *Building Vocabulary Skills*, he states:

"...vocabulary is a key measure of both one's leaning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, then, the better you like to do on such important" (Nist, 2010).

As result in this point, the English learners must acquire much more vocabularies to be English speakers. As we can see that one of the magnificent ways to increase student's vocabulary is Reading. By reading a text that is written in English, the student will be able to gain

a lot of vocabularies and comprehend it (Gupta & MacWhinney, 1997).

However, it is unfortunate to state that for the first English learners, most of them are faineant to read an English text. Due to the words written in their book is extremely grandiloquent. As a matter of fact, most English students prefer to read a book which is written with the straightforward words such as comic, short story, and even the short message service (SMS).

Therefore, based on the above four problems, improving English abilities such as pronunciation, grammar, listening sharpness and vocabularies, the English leaner should apply an alternative instrument that can resolve the four problem and increase the English learners' capability (Arafah; Arafah; and Arafah, 2020). The alternative instrument in this research is English Song. Teaching English using song could be a great teaching method because students can enjoy while they also can gain the improve their English skill (Shen, 2009).

Moreover, in toddler period, the method of using song in teaching a new language for babies are also effective (Lems, 2018). By using song, the baby can train how to pronounce the new words and help the babies in triggering their memory. Based on the above two research explanation, it could be perceived that improving English learners' skill using this instrument could be a remarkable approach particularly for the young language learners. By using song, the English learners can: (1) practice their pronunciation, (2) understanding the grammar written in the song lyric, (3) sharpen the students listening skill, and (4) enrich their vocabularies.

The Benefits of Using Song in Improving English Language Skills

According to Shen (2009) song is the instrumental music that can relax people's brain. It can also minimize someone's stress. In spite of that, listening English song has beneficial things for improving the English students' ability to speak fluently instead of studying the syntactical rule of the English language grammar (Sarıçoban & Metin, 2000).

From the above statement, it can be emphasized that listening a music has lots of the advantageous things, such as the English student can listen attentively how the English singer pronounce the words, they can also train their listening skill, and receiving numerous vocabularies as much as they can and they also could perceive how words is structured into grammatical sentences. In this case, these advantageous things can resolve the four English young learners' problem.

According to Butler & Lee (2006) most English students prefer to study English using English song. While they enjoyed their favorite songs, they also could gain every single vocabulary and understand the grammar provided in the lyrics. For instance, the song of Wonderful Tonight, written by Eric Clapton is such a great song for improving student's English ability in Simple Present Tense and Present Continuous.

By listening this song, the English students can memorize the formula

easily. Here the bellow example where the researchers have colorized varied color. For the red color, it indicates the present continuous, the green color is objectified as the present simple for the pronoun of She, He and It. Subsequently the purple color is conceived as the interrogative sentences, and the last color is another present simple sentence for the pronoun of I, you, they and we.

"She's wondering what clothes to wear, (The positive sentence in present continuous tense)

She puts on her make up (the positive sentence in present Simple tense)

Do I look alright? (the Interrogative sentence in present simple tense)

I say yes, you look wonderful tonight (another present simple tense)"

From the above lyrics, students are able to understand and practice the formula of the above sentences. Moreover, students, in this case, are able to differentiate between the formula of positive sentence, interrogative sentence and the answer form, based on the question. Besides, Studying English through song guides the students to follow the content and the culture understanding such as Slang words, idioms, and colloquial (Kennedy, 2014). In the song of "*Love Yourself*", sung by Justin Bieber, it can be an example which talks about idiom in the English learning. The idiom provide in the lyric song is *"For all the times that you rain on my parade"*.

If the readers pay close attention to this above idiom, it surely has a different meaning if being translated explicitly. Rain on My Parade does not mean that it is raining when someone celebrates his parade. Yet, what Rain on My Parade actually means is do not mention about bad news when someone feels happy. Therefore, as the researcher states in the previous point that students supposed to be offered an English song in order to comprehend the English material such as pronunciation, grammar vocabulary, idiom, and slang. These two songs could be an example in showing how the English young learners easily conceive the English material instead of facing the English grammar.

RESEARCH METHODOLOGY

An academic research should apply methodology in resolving and expressing the research problems (Hasjim et al., 2020). This research combines both the quantitative and qualitative research methodology to observe and investigate how the English song could improve the young learners' skills in pronunciation, listening sharpness, vocabulary enhancement, and the grammatical understanding. The data were collected through the online questionnaire using the *google form* application. The reason why this research uses the online questionnaire because this research is conducted during the corona pandemic where most English courses in Makassar are not allowed to hold study activity in the class room (Arafah & Hasyim, 2020).

The type of questionnaire in this research is the combination between both the *open question questionnaire* and the *multiple choices questions questionnaire*. The former questionnaire is the type of questionnaire that allows respondents to voice their own perspective. In contrast, the latest questionnaire is a way to collect data by offering a number of choices where the respondents can only choose one of those.

In the questionnaire, the respondents are given the demographic questions such as the students name, age, the students *WhatsApp* number, the course/institution name, the students English level, the kind of English materials given by their teachers in the course, the reason of preferring the English material, and how often students use the material in improving their English skills. By utilizing and combining these two types of questionnaires, the data will be varied and comprehensive. This is the purpose why the researcher uses both of these types of questionnaire.

In having the respondents, the researchers distribute the online questionnaire through social media such as *Instagram, WhatsApp, and Email* to the English learners for about a week. Furthermore, a week after the questionnaire distributed, the researcher gets 50 respondents who fulfil and answer the questionnaire. Afterwards, in order to confirm and validate the students' answer in the online questionnaire, the researchers interview them via *WhatsApp*.

The respondents of this research are the English young learners who study English language at several English courses in Makassar such as *English* Language Center/Golden Gate Education (GGE), Rector Institute (RI), South Sulawesi Institute Makassar (SSEIM), Jakarta Initiative Learning Center (JILC), Philippines Indonesia America (PIA), private English course (PEC), and Briton (the researchers abbreviate it as BT). These respondents are objectified as a primary data of this research.

The classification of the number of respondents/students who study in those above courses could be perceived in the bellow table:

Table 2. Number of Students who Study in the English Course

NO	The English Couse	The Number of Students
1	South Sulawesi English Institute Makassar (SSEIM)	6
2	Rector Institute (RI)	5
3	English Language Center/ Golden Gate Education (GGE)	9
4	Jakarta Initiative Learning Center (JILC)	7
5	The Private English Course (PEC)	7
6	Philippines Indonesia America (PIA)	8
7	Briton (BT)	8
Total of Numbers		**50**

The last point, in analyzing the data collected from interviewing the respondents via *WhatsApp*, the researchers use three steps. First, the researchers transcript the interviewing data into the textual data. Afterwards, the researchers select which textual data are relevant to this research and which are not. The final step, the researchers classify which textual data that discusses about improving students' skills in pronouncing vocabulary, understanding the English grammar, sharpening listening skill, and enriching vocabularies. By analyzing the textual data using these three steps, the researchers can easily comprehend the respondents answer.

RESULT AND DISCUSSION

From the above table, it shows that there are 50 students who study English in different courses with varied English level such as basic, intermediate and advance. In order to know the percentage of the students' English level, the researchers have classified it in the bellow data. This classification is based on the questionnaire result,

Table 3. The English Student Level

No	The English Student Level	Amount	%
1	Basic Level	26	52
2	Intermediate Level	19	38
3	Advance Level	5	10

The above data demonstrates that the larger percentage could be perceived in the basic level with 52% or 26 students, followed with the intermediate level 38% or 19 students and the smallest percentage could be seen in the advance level with 10% or 5 English students. These students, classified in these three levels, have frequently been taught English using traditional grammar approach.

The problem in this case is the theory of grammar material, as has been stated in the previous point, only guiding students on how they memorize the language structure appropriately. The students should memorize the formula of all tenses such as the past, present, future, and past-future tenses. The consequence of memorizing these formulas often make the English learners, especially for students who are in the basic level, are always getting bored.

The above explanation could be proofed from the bellow data that according to the research questionnaire result, there are three obstacles that hampering students in mastering the grammar formula. These three obstacles are: (1) difficult to understand the formula, (2) difficult to memorize the formula, and (3) difficult to express the English sentence due to its English formula.

Table 4. The Obstacle that Student Face in Studying Grammar

No	The Three Obstacles that Students Face in Studying Grammar	Amount	%
1	Difficult to understand the formula	16	32
2	Difficult to memorize the formula	19	38
3	Difficult to express the English sentences	15	30

From the above data, it clearly could be seen that 38% or 19 students/respondents are difficult to memorize the formula. This is the largest percentage of the above obstacles. According to one of the respondents' answer, memorizing the English formula often times make the conversation turn to be passive and bored particularly when making an English conversation with the native speakers.

Furthermore, 32% or 16 students/respondents are choosing *difficult to understand the formula*. According to the English students answer, the English grammar formula, especially when taught by the English teachers either in formal school or in English course, seems like the math formula. For the last percentage, 30% or 15 students are difficult to express the English sentence. This obstacle often makes students think a lot for about couple of minutes before expressing their idea.

On the other hand, improving English using the grammar material is definitely appropriate for those who like writing and those who would like to improve their English ability in the English structure. However, if the English material is designed for improving the learners' skill in speaking, pronouncing the English vocabulary, and sharp their listening, then the grammar material is not appropriate for it.

Therefore, the English courses frequently combines another instrument, as the alternative English curriculum, to improve their students' English skill. The alternative instrument is English song. In the bellow point, the researcher elaborates how English song is slightly popular rather than traditional grammar approach and could improve the students' capability in pronunciation, grammar, listening, and vocabulary.

How Popular English Song in Improving the English Learners' Skill

According to the questionnaire result, 80% or 40 of 50 students prefer to study the English material using the English song instead of studying

English using the grammar approach.

Table 5. The English Material Comparison Between Song and Grammar Approach

No	The Comparison of English Learning Material	Amount	%
1	Learning English Using Song	40	80
2	Learning English Using Grammar	10	20

These 40 students state that in learning English using song, students are able to improve some English abilities such as pronouncing the English vocabulary properly, understanding the grammar provided into the song lyric, enhancing the vocabularies, and sharpen their listening skill. This means, the above statement is similar to Butler & Lee (2006), that has been previously explained, that improving English ability using song could improve their English ability such as pronunciation, grammar understanding, listening, and vocabulary enhancement.

According to one of the research respondents, initial J.E, who study English in one of the English course in Makassar, she states that since studying English for basic conversation, she prefers to study the English language using song because the English song can help students to enrich vocabularies and how to pronounce it appropriately.

"yes (I like studying English using song), because it will be easier to understand the grammar of the sentence, and also it's really enjoyable. Another issue is we are taught by our teacher, to pronounce English vocabularies properly" (Stated by J.E via *WhatsApp* on Wednesday, 29/4/2020).

The above data shows that this English learner is able to comprehend accurately on how to express the English sentence both in pronouncing and understanding the sentence grammar provided into the lyric. Therefore, by the English song, students do not have to be forced to memorize all kind of the grammatical rules because they are automatically able to understand the English grammar written in the lyric.

In contrast to the above explanation another respondent, Initials N.S, who study English at the GGE course, she states that studying English song is definitely hilarious and quite educated. However, studying English using this instrument could also train the students' critical understanding in analyzing the grammar provided in the lyric sentence.

According to her explanation there are a lot of songs which are not following the grammatical formula in the English song lyrics. Thereby, if the English learners just adopt the sentence without analyze it critically, the students will misuse the usage of the grammar.

"yes, I like studying English using song. Because we could easily understand the meaning of lyric. Yet, there are some songs which are not suitable with the structure. Example gratia the song of Love Your Self sung by Justin Bieber ..." (confirmed by N.S via WhatsApp on Wednesday, 29/4/2020).

Based on the above data, if analyzing the song of *Love Your Self* by Bieber, there is sentence which is not structured suitably. For instance, it could be perceived in the chorus/refrain part of the song *"<u>My mama don't</u> like you and she likes everyone"*. The underline sentence here is not proper if analyzing grammatically due to the word Mama is singular. In this case, the correct sentence supposed to be My mama does not (doesn't) like.

Therefore, from the above case, teachers as the one who guide the class should help students in transferring and correcting if there are some grammatical mistakes written int the lyric. Because, if the English learners are attempting to learn English by themselves and try to be mastering the grammar and the vocabulary usage in the song, it probably could be difficult for them.

Furthermore, another logical reason for using English song in studying English also stated by another respondent, initials I.S, who study English in the private English course. In his opinion, by studying English using song, the class is not going to be monotonous. Instead, the English class will be entertaining and challenging.

"yes (I like studying English using song). Because, we're not going to get bored and the class will not be monotonous. The students will be relaxed but still focusing on the material explained by our teacher" (confirmed by I.S via WhatsApp on Wednesday, 29/4/2020).

Based on the three above statements, it could be argued that studying English using song is quite effective because the students can improve their skills in pronouncing vocabulary, sharpening their listening, enriching vocabulary, and understanding the grammatical formula.

In developing students' grammar understanding, one of the research respondents who also learn English in Golden Gate Education states that the best way in memorizing English grammar, particularly for the *Past Tense*, could be applied the song of *Yesterday* by The Beatles.

The context of Yesterday song is simple past tense. Therefore, most of the vocabularies provided in the lyric are using Verb two. In fact, studying English using this song will help students to enrich the *verb two* vocabularies and help them in comprehending the vocabulary usage.

Furthermore, in improving students' skill in pronouncing some English vocabularies, the respondent, initials A.N.G, who study English in the SSEIM course, states that the good song is *Don't Stop Me Now* popularized by The Queen Band. According to her opinion, since she studies at the course, her English teacher often stimulates the students to pronounce naturally.

Based on her learning experience, she states that in the sentence of *I'm a racing car* and *I'm out of control* provided in the lyric should be pronounced as one word without separating I'm and a. Therefore, the pronunciation of this sentence will be *Imma.* Subsequently, the underline word of *out of* should not be pronounced as two words, yet it should be pronounced as one word, *Outta*.

Besides, In order to enhance the students' skill, especially in enhancing the English idiom for daily conversation, the respondent, initials Z.I, who study English in the GGE course states that he and his friend frequently analyze the song of True Color sung by Justin Timberlake. True Color itself is an idiom which means the identity of some one.

Based on the above examples stated by the different respondents are the testimonies about the effectiveness of using song as an instrument in improving the English learners' skills. The questionnaire result data 58% or 29 respondents are having an improvement in listening skill since study English using song, where 28% or 14 respondents have an improvement in grammar skill and vocabularies enhancement. Furthermore, 14% or 6 respondents are now capable in pronouncing English vocabularies appropriately and it surely can improve their speaking skill. These data could be perceived in the bellow table:

Table 6. The Comparison of The English Skill Improvement

No	The Comparison of the English Skill Improvement	Amount	%
1	Listening Skill	29	58
2	Speaking & pronunciation Skill	7	14
3	Vocabulary & Grammar Skill	12	28

Based on the above data, it could be seen that using English song, as the alternative approach for combining the English curriculum at some English course in Makassar is effective to improve the students' capability in pronunciation, grammar understanding, vocabulary enhancement, and listening sharpness. This statement is similar to what (Shen, 2009) has stated that improving the English material using songs

is available for the young learners. Besides, the English students are challenged to memorize, analyze the meaning of the song, and comprehend the structure written in lyric song.

CONCLUSION

As a result, it concludes that studying English material using the English song is effective and recommended either for the basic or the intermediate level. Moreover, many English learners who classified in the advance level are also using song in training their listening capability. Therefore, the researchers reiterate that the instrument of English song is entertaining and educated for English young learners who desire to improve their English proficiency in pronouncing vocabulary, understanding the grammatical rules of English, enhancing some English lexicons, and sharpening their listening ability. However, the researchers perceive that there will be other the alternative instrument in learning English language which more entertaining, challenging and educating. One of those are literature. The researchers surely believe that using literary work such poetry, drama, and prose could be more challenging to stimulate students' curiosity in acquiring English language skill.

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