

IMPROVING LISTENING SKILL BY USING A SONG AT SEVENTH GRADE OF SMPN 1 SUKOSEWU IN ACADEMIC YEAR 2021/2022

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Abstract

Listening is one of the components in English that is difficult for students to understand. Students need listening materials, as they face exams that are outside of school. Later, listening became difficult and students practiced listening less in English. As a result, many students are not familiar with what the speaker said. Without the strength to concentrate, communication can be carried out. So, listening is included in the two skills needed when communicating. Songs can cause activity changes in the classroom. With it, the song is a useful resource because it will develop students' listening, speaking, and writing skills. Songs can also be used to work on various language items such as sentence patterns, vocabulary, pronunciation,. Therefore, researchers wanted to know the influence of English songs on improving listening skills. The writer use Classroom Action Research as a research design to help teachers find problems. Classroom action research is research conducted in the classroom to solve some problems that occur during the teaching and learning process. Based on the results of tests and observations, they can answer the question, namely how to improve students' understanding in listening skills through songs at Smpn 1 Sukosewu

Keywords : Listening, song and pronunciation

Abstrak

Mendengarkan adalah salah satu komponen dalam bahasa Inggris yang sulit dipahami oleh siswa. Siswa membutuhkan materi menyimak, karena mereka menghadapi ujian yang berada di luar sekolah. Kemudian, mendengarkan menjadi sulit dan siswa kurang berlatih mendengarkan dalam bahasa Inggris. Akibatnya, banyak siswa yang tidak paham dengan apa yang disampaikan oleh pembicara. Tanpa kekuatan untuk berkonsentrasi, komunikasi dapat dilakukan. Jadi, menyimak termasuk dalam dua keterampilan yang dibutuhkan saat berkomunikasi. Lagu dapat menyebabkan perubahan aktivitas di dalam kelas. Dengan itu, lagu menjadi sumber yang berguna karena akan mengembangkan keterampilan mendengarkan, berbicara, dan menulis siswa. Lagu juga dapat digunakan untuk mengerjakan berbagai item bahasa seperti pola kalimat, kosa kata, pengucapan,. Oleh karena itu, peneliti ingin mengetahui pengaruh lagu berbahasa Inggris terhadap peningkatan keterampilan mendengarkan. Penulis menggunakan Penelitian Tindakan Kelas sebagai desain penelitian untuk membantu guru menemukan masalah. Penelitian tindakan kelas adalah penelitian yang dilakukan di dalam kelas untuk memecahkan beberapa masalah yang terjadi selama proses belajar mengajar. Berdasarkan hasil tes dan observasi dapat menjawab pertanyaan yaitu bagaimana meningkatkan pemahaman siswa dalam keterampilan menyimak melalui lagu di Smpn 1 Sukosewu

Kata kunci : Mendengarkan, lagu dan pengucapan

INTRODUCTION

Every person's everyday actions include communication in some way. Communication with someone requires appropriate and effective speaking abilities. Members of social groupings may use language as a system of arbitrary sound symbols to communicate, identify themselves, and figure things out collectively (Chaer, 2014). The most significant language in the world is English. English is one of the most essential components for communicating worldwide, thus this criteria may be satisfied. Learning via a variety of official and informal channels is one way to master English and develop exceptional people. Like college education, tutoring, and other pursuits. One strategy to raise the bar for human resources is education.

There are four significant components in English. There are the verbs read, write, talk, and listen. Despite the value of speaking English fluently, (Ratna, 2018) globalization calls on individuals to be proficient in all parts of the language, including listening. One aspect of English that students struggle to comprehend is listening. Due to the fact that they will be taking tests outside campus, students must pay attention to this topic. The kids therefore practice listening less in English since it is harder. Many pupils are thus unfamiliar with what the speaker is saying. The lack of vocabulary among respondents is one of the reasons why they are unable to reply to questions in hearing test.

The ability to listen is one that kids must develop. Because it allows

students to share information and expertise via their communication channels with others, listening is also the most fundamental technique to interact with other people. Students choose their standards by mastering the degree of taking notes.

In most cases, listening is only stated in terms of hearing; nevertheless, listening really entails several subtle brain processes that help one comprehend communication while speaking a second or foreign language. The primary phase of language learning is listening. This research presents many viewpoints on why it's challenging for students to listen to English. When students practice listening during class, they could listen to extensive discussions, monologues, or dialogues. Additionally, after having a listening exam that is comparable to the listening exercise described above, students found it challenging. According to (Saricoban, 2016), hearing is the capacity to recognize and comprehend what others are saying. Understanding the meaning, pronunciation, grammar, and vocabulary of the speaker is a necessary step in this process. A more astute listener can do all four simultaneously.

(Bourke, 2010) emphasizes the significance of songs by arguing that when we plan a syllabus for English to Young Learners, we should make sure it is experientially appropriate and that it absolutely should contain songs, chants, and rhymes in order to explore the debate on the teaching of English as a Foreign Language to English to Young Learners. Similarly, as (Horner, 2012)

notes, English should be taught to young learners as a foreign language via songs and activities. In fact, Rumley (2017) makes a convincing argument by asserting that kids like songs, which is crucial for motivating language learners. As a result, the success kids have engaging in activities helps them develop good attitudes that they carry into secondary school. Songs may also help kids' hearing and provide a setting for learning that is not monotonous, forcing all pupils to pay attention while studying.

Similarly, (Mustafa, 2014) clarifies the usage of songs as one of the most alluring and culturally rich resources that may be employed with ease in language schools while attempting to argue with examples of integrated sources and methodologies. Songs have the power to alter classroom activity. Songs are a good teaching tool since they help pupils improve their speaking, listening, and writing abilities. Additionally, songs are often used to practice grammar, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

The writer will employ English songs in this study as a medium to help students develop their listening abilities and become more relaxed and easier to comprehend. The Smpn 1 Sukosewu pupils continue to struggle with hearing, pronunciation, and new words, which is why the researcher conducted this study. Students thus are unable to identify the major aspects of the listening activity. The author was

interested in learning how English music affected their ability to listen.

RESEARCH METHODE

This study uses classroom action research as its methodology. This study's goal is to assist teachers in identifying issues in the classroom. Research that is carried out in a classroom to address issues that arise during the teaching and learning process is known as classroom action research. Action research is a methodical process used by educators to discover more about how their specific educational environment functions, how they teach, and how students learn (Cressweel, 2012).

Using a mixed-methods approach, classroom action research combines quantitative and qualitative data to give a thorough study of the research topic. The two research tools used by the author are testing and observation. Test your listening and speech skills to see how you do. as well as student observation for writing the task in class. In this study, two cycles were used to perform the investigation. A cycle has two meetings in it. In one cycle for doing classroom action research, there are four components, according to Kemmis and Mc Taggart (Arikunto, 2013). There are four phases to it: preparing, doing, watching, and reflecting. Here, the author uses a song to help with pronunciation and listening skills when learning English.

DATA COLLECTION TECHNIQUES

The writer employed observation and testing as the instruments for this investigation. Observation is the practice of paying

attention to and recording classroom happenings. in the study. In order to collect the information, the writer used a check list to record what happened in class during a lesson or therapy. Using an observation checklist helps to streamline the observation process. Before beginning therapy, the writer will provide an initial exam to gauge the kids' level of listening comprehension. Based on this observation, the writer may determine the students' listening skills' shortcomings and observe the students' learning activities. Test is the second research tool. Brown (2010) A test is a tool used to assess a person's proficiency, knowledge, or performance in a certain area. Tests are the tools used to gauge each stage of a student's development throughout a study project. Both pre- and post-tests are available. The pre-test assessed the students' listening knowledge, and the post-test evaluated their level of listening comprehension after a treatment. then provide a therapy.

DATA ANALYSIS TECHNIQUE

The approach to data analysis The observation of the writer was made five times: during the pretest, cycle 1 and cycle 2, before and after the therapy. The writer provided a checklist observation sheet, and the percentage from the checklist will be calculated in order to assess it. The writer thus keeps an observation record for each step. There have been several changes in the student's listening, attitude, and other skills. The writer includes a question in both the pretest and posttest for the second method data analysis test. Test

results are crucial research data and an integral element of the teaching and learning process. It is almost difficult to work in one sector without being continuously concerned with the other since testing and teaching are so closely related. Written tests and songs with blanks for the student to fill in are the test formats. The writer might immediately get a score for their particular learning from those types. The scoring process is fast and simple. Bachman (2011) The distribution's arithmetic average is determined by summing the offset scores (X) and dividing the result by the total number of students (N)

FINDINGS AND DISCUSSION

This study's goal is to help students in Smpn 1 Sukosewu's seventh grade class with their listening skills by using a song. Students are expected to use song media in this study to improve their listening and pronunciation skills. The classroom action research methodology is used in this study. English learning outcomes for students are influenced by the use of song media in the classroom. Song media may influence students' listening abilities and serve as a remedy when students find listening lessons in the classroom to be monotonous. The seventh grade has not yet introduced the use of song media to teach English, and many students are already getting tired of the listening assignments. The author will discuss this research.

a. Observation

The author noticed the students' activity and enthusiasm in the seventh B Class

of Smpn 1 Sukosewu during the previous cycle. The author assesses the students' capacity for musical listening. There are 24 students who are interested in the music, but many feel that the song is quick and that it would be challenging to accurately mimic the lyrics because of the varied intonation. The author evaluates the students' recall of the pronunciation, their ability to explain it, and their pronunciation. Due to their continued pronunciation confusion, many students also forget the pronunciation's meaning. The author noted that the students' capacity for responding to the test was adequate. When teaching and learning are taking place in the classroom, the writer notices how attentive the students are. Due to the fact that this was the author's first time teaching, a total of 26 pupils paid attention to the information she gave. When they don't understand, they don't appear to want to inquire. So they polled the other diners.

18 student in all questioned the instructor. They continue to be terrified and embarrassed of making errors. If they believe their response to the teacher's question is accurate, they will respond. When the instructor asks the pupils a question, this scenario occurs. However, they are now confident enough to ask the instructor. Also, despite some students' fears that their responses might be incorrect, 24 pupils did not hesitate to respond to the teacher's questions. On that day, no pupils are absent.

Table 1. The Student Activity Observation Sheets

No	Aspects observed	Description	
		Active	Passive
1	Student enthusiasm in asking about the learning material	18 (56%)	14 (44%)
2.	Student enthusiasm in pay attention material during observation proces	26 (81%)	6 (19%)
3.	Student enthusiasm in answering questions from teacher about the learning material	24 (75%)	8 (25%)
4.	Serious student in the learning process.	24 (75%)	8 (25%)
5.	Student participant	100%	0%

B. Test

The writer is pleased that the pupils' efforts to enhance their listening and pronouncing abilities have been successful at this testing level. With the use of English songs as teaching resources, students may easily enjoy and follow lessons in the language. An improvement in the score from the pre-test to the post-test 2 serves as evidence. The author chose to end the CAR since it was effective after instructing at least 70 students who passed the KKM. As a result, the plan does not need to be revised by the writer.

Table 1. Comparison of students result during classroom action research

	Pre test	Cycle 1	Cycle 2
Total Score	1360	1805	2255
Percentage	16%	32.7%	65.7%
Mean	42.5	56.40	70.46

Based on the research results, it can be assumed that the implementation of classroom action research by using songs to improve students' listening skills is in accordance with the plan that has been discussed by the author. In this case, each part is planned as well as possible so that listening activities can be carried out properly. From all the calculation of the average value of students, and the percentage increase in student scores can be seen from the table above.

CONCLUSION

This study discussed about the improving listening skill using a song. Before using a song, student listening skill is still low because they lack understanding of the contents in the text. After the research using a song show, there are improvement listening skill to the seventh grade because this learning involved whole students to be active in joining the process of learning in the individual.

According to student test results, the first problem that must be answered is. The application of song media in learning is to provide an explanation of the material, then play the song and answer the questions that have been provide. After that, one by one learn about pronunciation. This has a positive

assessment of learning english by using this song media. Student already understand the meaning of audio and feel motivated because with the help of interesting media they are looking forward to the next english lesson. As found in the research findings, students also have some obstacles that make it difficult for them. One of them is the difference in language and the lack of mastery of vocabulary makes it difficult for students to understand the material.

There is an increase in pronunciation in the use of songs in listening learning. This cannot be separated from the students' motivation to learn English by using song media which shows a positive value. Learning English using song media, has only been introduced since grade Seventh.

The writer make students interested in learning english by using songs. In this learning can make all of students follow during the learning with enjoy and get score high, In addition, the use of interesting media is expected to improve students' mental and emotional overall and students can give positive results. The purpose of this study was to determine the methods used by teachers in learning English and also to determine students' perceptions of the application of the media. Based on the results obtained, it can be concluded that:

a) Song media can increase student learning motivation because it attracts attention and is easier to understand because it can be repeated.

b) Song media can help students learn English pronunciation more easily.

As the research conducted by Ira (2017) in her thesis entitled listening skills through English songs for tenth grade students of the Indonesian university foundation high school building (yapim) brand cadets in understanding verbs, auxiliary verbs and being in the 2017 school year, concluding that 60% progress indicates that the listening skill through English songs is successful. This finding also shows that almost all students agree that audio is also useful to be used as a medium in English class. In several categories used by Ira in her research, the majority of students have a positive response to the use of songs in learning english. Although there are some who also disagree but this does not affect the learning process.

In addition, the teacher act as a distributor and stimulates students to be able to understand the material presented. English learning methods can be maximized properly by the teacher so that learning English which is considered difficult by students can be in accordance with the expectations and expected goals. Sufficient study time is also an important asset for students to better understand the material presented. Added with adequate facilities and infrastructure from the school, students will get the results as expected. In addition, a conductive room also supports successful learning. Further research may be able to involve more participants to uncover more problems regarding the use of song media for learning english. I suggest that the use of songs, especially in english can be used for teachers in

teaching their students in the classroom. It is hoped that there will be further research on the use of song media as a medium in english classes and contribute to english language education to improve the quality of teaching and learning.

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