

TEACHING LISTENING THROUGH ENGLISH POP SONG
(Survey At Ma Al Rosyid Kendal Bojonegoro In Academic Year Of
2019/2020)

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ABSTRACT

The aim of this study was to know and describe the students, perception on the use of songs in teaching listening at Tenth grade of MA Al-Rosyid Kendal Dander Bojonegoro. The subject of this research is the students of tenth grade. The method of this study was qualitative and survey design. The data collecting procedures are questionnaire and interview. The observation and questionnaire was done at tenth grade. Furthermore, from the questionnaire the writer took four of the students for interview.

Then the writer analyzes the data by adopted Matthew B. Miles and A. Michael Huberman pattern. There were three steps; data reduction, data display and conclusion. Then the writer used tabulation for the gained data to make the description of the data. The result of this study showed; (1) Students are giving positive and good perception on the use of songs in teaching listening, and (2) The advantage of using songs in teaching listening are; it helped the students in understanding the subject easily, it also helped them in guessing some unfamiliar vocabularies by listen the songs, and it gave them some motivation to learn English. So it can be concluded that the use of songs in teaching listening got the positive response from the students and it also gave them some advantages

Keywords: song, listening, comprehension, listening comprehension.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan persepsi siswa tentang penggunaan lagu dalam pembelajaran menyimak di kelas X MA Al-Rosyid Kendal Dander Bojonegoro. Subjek penelitian ini adalah siswa kelas X. Metode penelitian ini adalah kualitatif dan desain survei. Prosedur pengumpulan data adalah kuisioner dan wawancara. Pengamatan dan angket dilakukan di kelas sepuluh. Selanjutnya dari angket tersebut penulis mengambil empat orang mahasiswa untuk diwawancara.

Kemudian penulis menganalisis data dengan mengadopsi pola Matthew B. Miles dan A. Michael Huberman. Ada tiga langkah; reduksi data, penyajian data dan penarikan kesimpulan. Kemudian penulis menggunakan tabulasi untuk data yang diperoleh untuk membuat deskripsi data. Hasil penelitian ini menunjukkan; (1) Siswa memberikan persepsi yang positif dan baik tentang penggunaan lagu dalam pembelajaran menyimak, dan (2) Manfaat menggunakan lagu dalam pembelajaran menyimak adalah; Ini membantu siswa dalam memahami subjek dengan mudah, juga membantu mereka dalam menebak kosakata asing dengan mendengarkan lagu, dan itu memberi mereka motivasi untuk belajar bahasa Inggris. Sehingga dapat disimpulkan bahwa penggunaan lagu dalam pembelajaran menyimak mendapat respon yang positif dari siswa dan juga memberikan beberapa keuntungan bagi mereka.

Kata Kunci: Lagu, Mendengarkan, Pemahaman, Pemahaman Mendengarkan

INTRODUCTION

In conducting an effective teaching, an innovative teaching strategy must be adapted by the teachers. Moreover, teaching English specifically teaching listening skill is harder than teaching the three others language skills. Teaching listening should take more places in term of teaching, because language without listening is impossible (Renukadevi, 2014). Therefore, as been noted previously, an innovative teaching strategy needs to be implemented by the teacher in teaching listening skill. One of them is teaching listening skill through songs. Research through songs in teaching listening skill has been done by several researchers, and it always has a positive result in teaching and learning process. Based on research that conducted by Sophya (2013) says that song is a tool to help student in learning English language especially able to increase students' motivation. So, through

songs in learning activities can foster children's interests to be happy and to learn, even a child can make it easier to understand the material teaching is delivered.

Therefore, songs are effective in improving students listening skill in English language learning (Nurhayati, 2009; Sophya, 2013; Musthikanti 2014). Hence, in teaching listening skill by using songs, it is a must for the teacher to take into account the implementation technique. In sum, this paper aims at (1) explain the nature of listening skills and teach listening skills through songs (2) discussing the reason why the songs is effective in teaching listening skill (advantages and disadvantages of using songs), and (3) explaining the procedures or practical techniques in implementing the songs in teaching listening skill in classroom. Based on the statement above, the researcher intends to conduct a study with the title "*Students' perception of using songs in teaching listening comprehension*". 1. What

are the students' tenth grade Islamic Senior High School Kendal Dander Bojonegoro perceptions on learning listening comprehension using songs?

This study attempts to solve the problems which need positive solutions, they are:

1. To know the students' tenth grade Islamic Senior High School Kendal Dander Bojonegoro perceptions on learning listening comprehension using songs.

METHOD

The researcher uses data were taken from interviews. Then, interviews were done with the students and the English. The result of the interviews were collected and analyzed and used to support the finding of the field problem. There were some ways done by the researcher in collecting data. The data were from collection of questionnaire and interview.

1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Hombi (1995) "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can through via electronic.

For additional, Syamsuddin (2011) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation,

document analysis and photography. Then, Creswell (2008) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Based on the types of interview above, the researcher uses one-on-one interview. According to him, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time.

2. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. In this research, the researcher makes fifteen items statement relate to beliefs in listening learning strategy. The researcher takes Brown and Payne's listening learning strategy.

As the researcher knows that there are five vocabulary learning strategies according to Brown and Payne's, which are encountering new words strategy, getting the word form strategy, getting the word meaning strategy, consolidating word form and meaning in the memory strategy, and using the words strategy. This questionnaire is used to support and get validity of interview relate to the vocabulary learning strategy and vocabulary learning strategy is mostly used by subject. The questionnaire is distributed before the researcher conducts interview with subject.

FINDINGS AND DISCUSSION

The research aim of learning to know the students' tenth grade Islamic Senior High School Kendal Dander Bojonegoro perceptions on learning listening comprehension using songs. This research was conducted at tenth grade Islamic Senior High School Kendal Dander Bojonegoro Distric East Java 2019/2020. There are 22 students who took part in this study. The researcher distributed questionnaire sheets and interview sheets with several students and english teacher in grade tenth in senior high school Al-Rosyid Kendal Bojonegoro.

To obtain data, researchers conducted a questionnaire spread of fifteen statements and interviews of five questions online, and that took several weeks. for questionnaire done on google form

Students' Perceptions of Pop Song Techniques in English a Questionnaire.

by the way students enter the link that has been shared, then fill in the names, absences and classes and do not forget the answers that have been prepared by researchers. while for the interview itself almost the same researchers also do it in Google form, they enter the link that has been shared then fill in the name, class and absent and answer the questions in writing on the Google form.

In terms of getting students' responses, each agree has five degrees of agreement that students must choose. They are Strongly Disagree (Strongly Disagree), Disagree (Disagree), natural (doubtful), Agree (Agree), and the last Strongly Agree (Strongly Agree). The results from the data are then processed to be presented as a percentage.

No	Statements	SA	A	N	DS	SD
1.	Learning English is very fun especially when listening with pop songs	2 30%	7 41,7%	5 12,5%	5 8,3%	3 7,3%
2.	Learning English using pop songs is easier to understand than using dialogue	4 20,8%	10 45,8%	1 16,7%	2 8,4%	5 8,3%
3.	I feel learning English using pop songs is not very interesting	4 20,8%	1 4,2%	3 16,7%	11 33,3%	3 4,2%
4.	Learning English using pop songs is too make me confusing, because the vocabulary is unclear	8 33,3%	2 25%	6 4,1%	2 29,2%	4 8,3%
5.	Learning English using pop songs is not effective for me	7 29,2%	5 33,3%	3 12,5%	4 12,5%	3 12,5%
6.	I don't understand the vocabulary in pop song lyric	7 20,8%	5 45,8%	2 4,2%	3 16,7%	5 12,5%
7.	I feel bored when learning English to listen using pop songs continuously	5 8,3%	5 37,5%	2 20,8%	3 25%	8 8,3%
8.	I prefer to use conversations with friends instead of using	7 25%	2 34,5%	7 29,2%	3 3,0%	3 8,3%

pop songs						
9.	Learning English using pop songs is too familiar to me	5 8,3%	4 18,7%	4 12,5%	4 37,5%	5 3,0%
10.	The vocabulary in the pop songs lyric for me is easy to understand	4 25%	4 41,7%	2 8,3%	3 8,3%	9 16,7%
11.	Learning English using Songs, make me understand more new vocabulary	5 25%	4 29,2%	2 20,8%	5 8,3%	6 16,7%
12.	Learning English using Songs makes it easy for me to memorize vocabulary	4 37,5%	7 29,2%	6 12,5%	2 8,3%	3 12,5%
13.	Learning English using songs is the most interesting thing for me	8 29,2%	4 16,7%	7 29,2%	2 16,7%	1 12,5%
14.	Learning to use English Songs is important for me because I can be a person who has more knowledge	5 33,3%	5 29,2%	4 33,3%	3 2,1%	5 2,1%
15.	Learning to use English pop songs is important to me because an educated person must be able to speak English	3 20,8%	7 29,2%	2 20,8%	2 20,8%	8 8,3%

From the data above can be known the English learning using pop song not interesting. Based of data many students disagree with learning to listening using pop songs. Because for those who use song lyrics it's unclear about the vocabulary. Due to lack of inadequate facilities they prefer to use dialogue with friends.

b. Students' Perceptions of Pop Song Techniques in English a Interview.

To answer the problem formulation the second technique uses researchers to use student interviews. Of the total 22 children of tenth grade Senior High School Al rosyid Kendal Bojonegoro, the researcher only took 4 children to be asked for interviews related to the formulation of the problem. of the four children, all women. Consisted of 2 children with low ability and 2 children with moderate ability. Researcher can say that the ability of children is low and moderate can be seen when

filling questionnaire. Out of 2 children (AL) with low ability said that:

”Because learning listening to listen using pop songs make me not understanding the meaning in the song. With manner open dictionary at listening learn. Because I dislike listening. I am like more writing. Conversation with my friends, because with dialogue I am easily to understand. I am always open my dictionary at I do not to know vocabulary in the lyrics pop songs.

AFR said :

” Because I am dislike listening, listening according me not interest at learning. I am open the dictionary and ask my friends. Because listening using pop song very make me bored, and I do not understand in the vocabulary unclear. May be can use movie film, so like this more interesting for me. Usually I am open the dictionary

and ask teacher about the meaning of the vocabulary I don't know”.

And for students who are capable

LNM said that :

”No, I am not bored because I am very like pop songs, according to me using pop songs very interesting not make me bored. I am open dictionary and ask my friends. According me very interesting, because I am can know a lot of many pop songs in the latest. I prefer to use the pop songs method because makes me more enthusiastic in learning. I am always open dictionary at I do not understand about the meaning vocabulary”.

ST said that:

”No, make me bored because I like listening, and by listening to using pop songs lyric can make me more excited and feel entertained. Of course I am open my dictionary. According to me learning listening using pop songs very entertainment, very well and very interesting. Can be added watching video movie, because the presence of images can make understanding faster than sound alone, but all of facilities must complete. I am ask the friend, if my friend don't know then I am ask my teacher about the meaning understand yet”.

From the data obtained by many students say they are say that learning using songs is not interesting, because of the lack of adequate facilities. Maybe if the facilities provided are sufficient this learning can also run well. Besides the lack understanding of same the meaning of the words in the lyrics of the song. The need for enthusiasm, training, motivation and guidance from the teacher before conducting

listening activities, such as memorizing daily vocabulary.

CONCLUSION

Based on the result and discussion that have been presented, the researcher concluded that most of the low of students in learning English using pop songs is influenced by several factors namely the lack of inadequate facilities and the level of laziness of children who do not understand the vague vocabulary in the pop songs lyric. The school is expected to complete the facilities in listening learning using pop songs. If the facilities provided are definitely enough students enthusiasm for learning.

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