

STUDENTS' PERCEPTION OF USING SONGS IN TEACHING LISTENING COMPREHENSION AT MA AL-ROSYID BOJONEGORO

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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 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 five of the students for interview. Then the researcher 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 researcher 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.

Keyword: Songs; Listening; Comprehension; Listening Comprehension.

Abstrak

Tujuan dari studi ini adalah untuk mengetahui dan menggambarkan persepsi siswa tentang penggunaan lagu dalam mengajar mendengarkan di kelas sepuluh MA Al-Rosyid Bojonegoro. Subyek dari penelitian ini adalah siswa kelas sepuluh. Metode penelitian ini adalah desain kualitatif dan survei. Prosedur pengumpulan data adalah kuesioner dan wawancara. Pengamatan dan kuesioner dilakukan pada kelas sepuluh. Selanjutnya, dari kuesioner penulis mengambil lima siswa untuk wawancara. Kemudian peneliti menganalisa datanya dengan mengadopsi pola Matthew B. Miles dan A. Michael Huberman. Ada tiga langkah; pengurangan data, tampilan data dan kesimpulan. Kemudian peneliti menggunakan tabulasi untuk data yang diperoleh untuk membuat Deskripsi data. Hasil penelitian ini menunjukkan; (1) siswa memberikan persepsi yang positif dan baik mengenai penggunaan lagu dalam pengajaran mendengarkan, dan (2) keuntungan menggunakan lagu dalam pengajaran mendengarkan adalah; itu membantu siswa dalam memahami subjek dengan mudah, itu juga membantu mereka dalam menebak beberapa Kosakata asing dengan mendengarkan lagu, dan itu memberi mereka beberapa motivasi untuk belajar bahasa Inggris. Sehingga dapat disimpulkan bahwa penggunaan lagu dalam pengajaran mendengarkan mendapat respon positif dari para siswa dan juga memberi mereka beberapa keuntungan.

Keywords: Lagu; mendengarkan; pemahaman; mendengarkan pemahaman.

INTRODUCTION

Teaching English especially listening has become more challenging than ever. It is because listening is a more complex activity rather than hearing. Regarding to this case, it is necessary for the teacher to use an innovative teaching strategy in teaching listening skill. One of them is the use of songs. It is defined a piece of music with words that is sung (Hornby, 1995). According to Nurhayati (2009) the song is an appropriate resources, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Song is an important part of learning English because the song makes the students more sensitive to sounds. When children are taught teachers liked the song, they will be happy and enthusiastic in learning English.

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.

Teaching listening skill using songs is beneficial both for students and teachers. A study conducted by Martinez (2010) showed that song could give significant effect toward students listening skill. Furthermore, a study conducted by Nurhayati (2009) also showed that, using song especially in

teaching listening, giving improvement on listening skill for senior high school students. His study also supported by the previous research toward the use of song in teaching listening skill as been conducted by Musthikanti (2014). She suggests an alternative way in teaching listening, namely learning through listening to songs. She noted that songs can be made as a medium of teaching listening

Research on the use of songs in teaching listening comprehension may be different for each student. That could be due to different aspects of the background. Some students may think that using songs is a good, useful, interesting and interesting way to teach listening comprehension. While some students may think that using songs is not good, it is not useful, not interesting and not very interesting.

Because in terms of psychological aspects, differences in students' perceptions are interesting thing, because everyone has different perceptions of the same object which is caused by many background factors. As explained Tiffani (2009) Perception is the beginning of the process of human interaction with the surrounding environment. Perception is subjective process of how humans can judge objects. Generally, Perception is a vision or understanding of how someone appreciates something. Perception is important because a person and other behaviors are not the same on the same object.

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.

LITERATURE REVIEW

A. Songs

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style.

1). The Advantages of Using Songs

Mallouh (2001) and Kailani (2007) say the following advantages of using songs in the classroom such as:

- a. Enjoyment and motivation.
- b. Language reinforcement (structure, spelling, etc).
- c. Vocabulary practice and presentation.

2). The Disadvantages of Using Songs

Maskur (2004) say the following disadvantages of using songs in the classroom such us:

- a. Students must have mental readiness to learn.
- b. Students must dare to want to know the situation around them well.
- c. Less attention to the development or formation of attitudes and skills, and if the class is too large, the song is less effective in use, and the song does not provide an opportunity to think creatively.

B. Listening

Listening is the important skill in language, besides speaking, reading, and writing. Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. It is more complex than merely hearing. In this case, students receive the meaning of a language without producing the language by themselves.

1. Kinds of Listening

According to Harmer (2001), there are two kinds of listening named extensive and intensive listening.

a. Extensive listening

This kind of listening is where the teacher motivates students by asking them to choose what they listen to and do it for pleasure in general language improvement. This type also can give substantial effect to students' language learning.

b. Intensive Listening

Intensive listening or 'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult.

C. Comprehension

Robert (2010) comprehension is the process of generating meaning from varied sources-directly observing phenomena, reading, looking at a sign, cartoon, painting, listening to a lecture or discussion, viewing a film. Wilma (2000) comprehension is constructing meaning from the printed material. It is an interactive process that requires using prior knowledge in combination with the printed material.

Hennings (2003) comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

D. Listening Comprehension

Listening has been overlooked by most of our teachers as they believe that learner can acquire such a skill during listening to vocabulary and grammar used by their own teachers during practicing other skills. Mendelson, as cited in Darweesh, 2014, states that listening comprehension is the way of understanding what the native speaker says.

RESEARCH METHODOLOGY

This study employed the qualitative method with survey research. A qualitative method are chosen because this study aims at providing insight into the case of students' perception of using songs in teaching listening comprehension at the tenth grade of MA Al-Rosyid Bojonegoro. This research has two kinds of data source, such as primary data and secondary data.

Technique of data collection the researcher used interview and questionnaire. Interview is used to support this research because there are a lot of factor that can affect the students' perception of the songs used in teaching listening comprehension. Questionnaires a number of questions used to obtain information from respondents in terms of their personality or things. The questionnaire used in this research is closed questionnaire. It means that on every question there are some alternatives answers

RESEARCH FINDINGS

1. Questionnaire

The data presented in this study are data from existing questionnaires spread to students in tenth grade about students' perceptions use songs in learning to listen. Questionnaire contains 20 multiple choice questions that students must answer by giving checklist (✓) for answers that are close to their feelings. Below are the results of a list of questions.

2. Interview

Interviews are used to support the answers of the questionnaire learners fill out and know students' perceptions about the use of songs in learning to listen. Interview consists of 10 questions. Four in five learners have positive perceptions about usage songs in learning English. They consider that use songs in learning to listen can make classes interesting, unforgettable, fun, and not bored. They are happy when learn to listen using songs. They express it happiness like "happy, better understanding" (student2).

that relate to the question, so the respondents can easily choose the answer that already exists.

The analyzing of the data is a process to find out and arrange systematically the acquired data from the interview which has been done, documentation, and field notes by organizing the data into some category, selecting the most crucial subject to be studied, and making the understandable conclusion for the reader or anyone else. Miles and Huberman give a concept of analyzing the data. There are some components that build up model of analyzing the data: data reduction, data display, conclusion drawing and verification. The second technique for analyzing data is tabulating. Tabulations are the process of putting the data in the form of a table by making the table contains data in accordance with the analysis.

In addition, the song can also help them get to know a lot of vocabulary. They argue that the song can explain learning material more clearly One of them said that "We can get to know more about vocabulary" (student 3). Because of this, they stated that the use of songs in listening learning is greatly influenced by their scores. One of them stated that "by using songs students are more enthusiastic in learning and understanding many new vocabularies so get good grades" (student 5). Meanwhile, the song also provides benefits. One of them said "the song can make it easier for students to memorize vocabulary, the song does not make them bored, and the song can be enjoyed by students in the learning process" (student 1). The rest of the respondents were qualitative data, one in five students felt the use of songs in learning to listen is very negative. She felt challenged when learning to listen to songs, "I feel challenged because I do not understand at all when using songs" (student4).

DISCUSSION

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but also the process how the students' behavioral changes. In teaching her/his students, the teacher must consider their roles towards students' development in learning, especially in teaching listening. In teaching and learning process students perception about the subject and how the teacher delivered the lesson also important because teachers, lecturers, and instructors need to take students' preferences into consideration before they come up with teaching materials and lessons. If the students have positive perception they will have positive thought and they will accept the lesson easily and vice versa. Using songs in the teaching and learning process has been carried out by some researchers. Studies by Sophya (2013), Martiez (2010), Mustikanti (2014), and Tiffani (2009) states that students perceptions about the use of song media are positive because by using song media, their listening comprehension becomes better and they are more interested in learning skills and languages.

CONCLUSION

Based on the findings of the research results in the previous chapter, it shows the results of questionnaires and interviews that were approved by students as their understanding is easier on the subject when the teacher uses songs in teaching listening comprehension. They also agree that using songs can help them remember the subject. And they expressed it by using songs that felt more interesting in studying the subject and they were not bored during class. The use of songs in teaching listening comprehension has the advantages of which are songs can improve memory and understand vocabulary more effectively, songs can also help to develop pronunciation skills with good intonation,

Based on the results of the questionnaire and interview above can be concluded that the use of songs in teaching listening. More than half of students (56%) states that using songs in listening helps them understand vocabulary because the song can help students memorize vocabulary easily and quickly. This the results are in line with the statements of Mallouh (2001) and Kailani (2007) about the advantages of songs in language teaching that by using the song the students can understand and memorize vocabulary easily and quickly. They also agreed that the song helped them in understanding the subjects delivered by the teacher, these results are in line with the result of Nurhayati (2009) which states that the use of songs in the classroom can be very pleasant for students and class atmosphere will be conducive, so that the sending of message values through songs can be effective. They add that they find it easier when learning to use this song is supported by the results of previous studies by Nurhayati (2009) which states using animated videos in language classes make student easier.

and songs make a pleasant atmosphere and don't feel bored. But the use of songs in listening learning also has disadvantages, namely the difficulty in understanding vocabulary, due to the lack of concentration in student learning because student only focus on the songs.

Besides the use of songs as an effective technique for teaching listening comprehension. Significantly, it can be seen that students enjoy their listening activities. As a result, they respond to lessons in a positive and enthusiastic way, and are easily involved in the entire learning process. It can be concluded that students' perceptions about the use of songs in teaching listening comprehension at MA Al-Rosyid Bojonegoro are positive.

SUGGESTION

After getting the results of research on the use of songs in teaching listening comprehension that gives positive results, the researcher tries to give some advice, especially to the English teacher, to other people who care in teaching and learning activities and also others education element. Here are some suggestions that can be given by researcher for the teacher, the teacher first needs to explore using various type media for teaching and learning process.

Besides using many types of media, the teacher must also know how students feel and react when the media applied to several

subjects. There might be some differences between students perception of the used media, therefore the teacher must use any media on teaching and learning process. Next is the teacher must use the right method for teach students to be interested in the learning process, so they can encourage students to understand the subject conveyed by the teacher. To the Students o improve their listening skills, class X c students must listen more English words. Moreover, they need not be afraid to make mistakes and mistakes when they participate. They also have to maintain their motivation learn English

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