

**Teaching Extensive Listening Using Songs For  
Junior High School ( a case study at grade VIII of MTS Tauhidiah 1**

*Bubulan in the academic year 2018/2019)*

**SKRIPSI**

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**LEGIMITATION**

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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, and the objectives of the study. Besides, it also presents the significance of the study.

#### **A. Background of the Study**

Teaching extensive listening uses songs not only to entertain but also to add students vocabulary. Teaching extensive listening can use several media that are considered to help facilitate the activities. One of them is using songs. But not everyone / teacher considers songs to be a suitable medium for teaching extensive listening. Because some students do not yet have the ability to listen to and understand the contents of the song. Even though teaching with songs is considered the easiest thing. Using songs in a classroom environment can entertain students, help them feel relaxed and recover from their negative attitudes towards strangers and foreign languages, while learning the structure of language through a song (Saricoban, 2000).

The use of music and song in the English language-learning classroom is not new. It has been proven by many researchers that music and songs become one of the effective ways in English classroom. According to Brand and Li (2009) teachers of English as a second language (ESL) from around the globe enthusiastically report contributions to music education about their successful use of music and associated song lyrics with students. Various teaching methods are used to teach ESL learners and, according to research, music is the most important method to enhance the learning of ESL (Horn, 2007).

There are several reasons that songs might be helpful for learners. Young learners enjoy music activities. Music activities help the learners to relax and are beneficial in learning a second language. Brand & Li (2009) advocated that using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. Song lyrics are embedded within a culture, its values, symbols, and beliefs. Thus, according to them, exposure to song lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings. So, this study is conducted to seek the response of the EFL students toward using song in teaching listening and investigate some challenges that faced by teacher when using songs in teaching listening in the classroom.

However, songs can present a problem, particularly with teenage students; because it is often difficult to know exactly which songs the students like at any particular time, and which songs, very popular last week have suddenly gone (Harmer, 2007). So, this study is conducted to seek the response of the EFL students toward using song in teaching listening and investigate some challenges that faced by teacher when using songs in teaching listening in the classroom.

## **B. Reasons for Choosing the Topic**

The reasons for choosing the topic can be stated as follows:

- To find out how enthusiastic the students are and their interest in using English songs in teaching listening widely.

### C. Research Questions

The research problem can be stated as follows:

- In what things do songs encourage junior high school student in learning extensive listening ?
- To what extent does the use of songs help the student of MTS Tauhidiah 1 Bubulan improve there comprehension in learning xtensive listening ?

### D. Objectives of the Study

The objectives of this study can be stated as follows:

- To figure out the encouregement using songs for junior high school students in extensive listening
- To find out the extent to which the use of songs helps MTS Tauhidiah students

### E. Significance of the Study

The writer hopes, the finding of this study will be useful for:

#### 1. For Students

They can take some information to identify their problems in using songs in extensive listening learning. Furthermore, they can also improve their abilities in listening activities.

#### 2. For Teacher

English teachers can use the result of the study as a feedback on teaching extensive listening using songs so that the objectives of the English teaching program can be achieved.

#### 3. For Readers

For readers, they are expected by reading the final assignment, readers will not experience difficulties in understanding the extensive teaching listening using songs.

#### 4. For Writers

For the writer, by doing the research, the writer hopes that he can study and get more information to identify the problem in teaching extensive listening using songs.

### **F. Definition of Key Terms**

#### 1. Music

Music is one of the ways people can share feelings through expression involving the taste of art and momentum of inspiration. Music uses musical instruments, which becomes the final touch to make-real what comes through mind into such combination and arrangement (Gardner, 1983: 133).

#### 2. Song

Song can be considered one step ahead of music-making. Since song is closely connected with music, it is strongly attached to human lives. Song, instead of combining musical art, also uses the art of language. Song has strong affection on the use of special writing. It is indeed that both the music and the words creation of the song bring the emotion and feeling to reach certain valuable connection of mind and soul (Kodaly, 1996: 131).

#### 3. Listening

Listening is an ability of language learning which is more important than reading and writing in terms of comprehension. To listen to utterances

means and requires more practices and basic of learning. In listening, the learners have to carry out the process of hearing with sense, so the language learning process would be receptive since listening requires an ability of the listener to hear utterances and sentences of the language learned (information) and perceive the spoken language in a short period of time immediately. Thus, the listener can not confirm or clarify what is heard or said as in reading or writing since the words that the listener received are not under his or her control. It deals with communication or conversation (Lancaster, 1974: 79).

In this thesis, listening is an ability to perceive the spoken words and to transcript the words into the written form. Listening also is one of language skills that can improve the students' comprehension in spoken form.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This part explores the fundamental literatures related to the teaching of extensive listening using song.

#### **A. The Nature of Listening**

Howatt and Dakin (1974) stated that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously. In terms of language processing, it is now generally accepted that learners need access to both top-down as well as bottom-up processing strategies. Bottom-up processing strategies focus on the individual components of spoken and written messages, i.e. phonemes, graphemes, individual words and grammatical elements which need to be comprehended in order to understand messages. Top-down processing strategies, on the other hand, focus on macro-features of text such as the writer or speaker's purpose, topic of the message, the overall structure of the text (Nunan, 1991).

Bottom-up listening involves the listener in scanning the input to identify familiar lexical items, segmenting the stream of speech into constituents, for example, in order to recognize that (a book of mine) consists of four words. In addition, bottom-up listening helps the listener in using phonological cues to identify the information in an utterance format. Finally, bottom-up listening helps the listener use grammatical cues to organize the inputs into constituents, for example, in order to recognize that in the book which I lent you (the book) and (which I lent you) are major constituents rather than (the book which I) and (lent you). Top-down listening strategies, on the other hand, involve the listener in assigning an



interaction to part of a particular event, such as storytelling, joking, praying, complaining, assigning persons, places, and things to categories, inferring cause and effect relationships, anticipating outcomes, inferring the topic of a discourse, inferring the sequence between events, and inferring missing details (Richards, 1990)

In the context of English Academic Purposes (EAP), the listening skills required in a strictly academic sense are those needed for listening to lectures. However, the use of media is also of potential academic interest as news broadcasting and documentaries are all potentially valuable learning aids (McErlain & Ramón Carande, 1999). Listening is often erroneously considered a passive skill. In fact, in order to decode a message that the speaker is delivering, the listener must actively contribute knowledge from both linguistic and non-linguistic sources. The view of listening would involve the learner in listening to the message without paying attention to its component elements.

Listening to a language can be defined as the ability to receive and decode oral communication by processing a language sample (McErlain & Ramón Carande, 1999). Ronald and Roskelly (1986) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing. In other words, listening is a two-way process involving reception, decoding of input, and production that involves predicting and compensating.

## **B. The Influence of Songs in Foreign Language Classes**

According to Lo and Li (1998), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class

environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song (Saricoban, 2000). In this direction, the amusing and relaxing mood brought by songs to the class eases the effects of certain emotional cases such as excitement, anxiety, lack of self-confidence and the feeling of being threatened, in addition to influencing learning process positively or facilitating it by stimulating the student emotionally (Kramsch, 1993).

Songs also help motivating the learners as they provide a pleasant atmosphere. The students are encouraged to actively involve in the learning process by making use of their musical knowledge. In this way songs help students to develop confidence for language learning (Şahin, 2008). According to Orlova (2003) these are some of the advantages for working in class with songs:

- Practicing the rhythm, stress and the intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.
- Teaching grammar. In this respect, teachers while investigating the use of the tenses especially favor songs.
- Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- Teaching listening. Music can be helpful for comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in g writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

### **C. The Criteria for Selecting Songs in Language Teaching**

Songs are essential sources to be utilized during language teaching. Besides positive effects, there are of course difficulties encountered while using songs in language teaching.

Terhune (1997) lists these difficulties as follows:

1. Pop songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education.
2. As each student has a different way of learning, some students may have difficulty in studying through music.
3. Inefficient sound systems in schools may cause problems while listening to songs.
4. The types of music favored by students may not be matching with each other.
5. Songs that are not grammatical or those involving complicated sentence structures may confuse students.
6. In some songs, there may be embarrassing parts that cannot be explained to students.
7. Repetition of a limited number of words may cause the song to seem boring or ineffective.

According to Jensen (2000), many teachers do not have sufficient knowledge about music and teacher-training programs do not involve anything regarding how to utilize music in language teaching. Another disadvantage of using songs is the lack of the ability to slow down the tempo of the song when a grammatically difficult part is playing, or to fasten it when there is the repetition of certain parts (Miller, 2002). Moreover, some teachers may think that they cannot sing, but using songs in the classroom for this aim does not necessitate any expertise in this field. Teachers can accompany the song while it is playing or in cases where students do not prefer to sing a song alone.

While utilizing a song in classroom environment, the language of that song, age and language level of the students, areas in which students and the teacher are interested in should be taken into account. In order to utilize songs in the best way, a certain amount of attention is required. Sariçoban (2000) recommends using songs that harbor frequent repetitions or a

story or interpretations on life or cultural elements. Griffe (1992) lists four elements to be considered while choosing a song to be used in the class as follows:

1. Classroom environment (number, age and interests of students; lesson hours)
2. Teacher (teacher's age, interest in music and aim to use the song in the class)
3. Classroom facilities (flexibility in lesson plan, classroom equipment)
4. Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.)

Some songs may contain embarrassing elements for students. Sariçoban (2000) divides songs into two categories as those suitable for adults on advanced level of language and those appropriate for children. Meaningful and popular songs which also harbor cultural elements as well as grammatical patterns should be chosen for adult students on intermediate or advanced level, whereas more familiar or internationally-known songs should be selected for children. Griffe (1992) recommends using short and slow songs for students on beginner level. Crosswords, drawing or picture showing exercises can be conducted with such songs. For the students with a higher language level, long and fast songs that tell a story should be used. The song to be chosen should have a clear sound and it should be comprehensible; there should not be too many instruments played with a high volume in the song.

#### **D. Activities that can be Applied through the Utilization of Songs**

Activities that can be carried out with songs in foreign language classes can be classified in three groups as pre- listening, listening and post-listening activities. Here, a teacher should carefully think about what a student will do before, while and after listening. Below are some recommendations regarding these activity stages and what kind of activities a teacher can use in these stages.

- **Pre-listening activities**

In this stage, the teacher ensures that students are ready for the listening activity to be carried out. According to Davenellos (1999), the aim of this stage is to prepare students to a topic grammatically, educationally and psychologically. Before playing a song to students, it is necessary to introduce the topic, the keywords and the grammatical structure. In this stage, in order to activate students' background information, it may be suitable to ask the students to guess the theme of a song, to brainstorm about it, to present or to discuss the cultural information that the song includes or to state the keywords and the ideas in the song. Pre-listening activities enable students to be aware of the purpose of listening to the song and to focus on the meaning of the song while listening. Besides, it is also possible to use songs by deliberately removing a part of their lyrics and to conduct activities in which students predict or derive the meaning of a word out of the context (Vandergrift, 1999). As prelistening activities, Sariçoban (2000) recommends discussing the theme, the title or the story of the song if there is one, informing students about the lingual points to be studied and using a picture to introduce the theme of the song.

- **Listening Activities**

Listening activities are directly related to the text and students are expected to carry out these activities in the course of listening. In this process of listening and by the guidance of the teacher, students control their comprehension skills and focus on listening to the text. According to Peachey (2003), in order for students to get accustomed to the voice of the singer or the tempo of the song, they need to listen to that song at least for three or four times. Prior to listening, it is also necessary to grant students with a short period of time for reading the questions they are going to answer while listening. In this stage, activities such as removing certain parts of the text which are related with the grammatical form, word or pronunciation type in question, checking the accuracy of the predictions made about the song before listening, ordering the lyrics of the song, answering multiple-choice or open-ended

questions about the song, picking the words that students hear in the song from a long wordlist given before listening, pausing the song and asking students to repeat the last word they have heard or correcting lexical, grammatical or syntactical mistakes deliberately involved in the lyrics.

- **Post-listening activities**

Various activities for assessing the whole process of listening can be conducted in this stage. According to Davenellos (1999), this stage consists of follow-up activities for developing speaking and writing skills. In this stage, Sariçoban (2000) recommends using activities such as reading a text about the singer or the theme of the song, commenting and interpreting the song and dramatizing the plot of the song. These activities may vary in accordance with the language level and the areas of interest of students. The teacher can check the answers of the questions from listening stage. For improving writing skills, students can compose a dialogue out of the words of the people in a song; they can summarize, continue the song, or rewrite the lyrics from the point of view of another person in the song. In order to improve pronunciation, students can sing the song individually, with another student or in groups. For improving speaking skills, students can talk about how they feel after listening to the song. Also, some questions can be directed to students with the aim of initiating discussions. implementation involved the use of song in teaching listening. In this paper, the author approaches listening skills from the perspective of students in classroom. A questionnaire is used as a neutral tool so as to find out the kind of methods used in teaching English skills and the kind of difficulties student face.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents the procedure of the study purposed to answer the research questions previously stated in Chapter 1. This chapter covers the Research Method, the Researcher Presence, Research Setting, Data Source, Data Collection Procedure, Data Analysis, and the Research Step.

#### **A. Research Method**

The research method employed in this study is qualitative method. Case study will employ as the research design in this study since the major purpose was to examine and discover the advantages of teaching listening using songs at eighth grader of junior high school. As stated by Yin (2003) case study is conducted based on implementation process of which the main point is to observe the effects in real contexts and recognize that context. In the process further the researcher integrally involved in the case, for instance learning process (Cohen et al. 2007). In accordance with it, Lodico et al. (2010) point out that case study research is a form of qualitative method that attempt to discover meaning, to investigate processes, and to gain insight into an in-depth understanding of particular situation or phenomenon. In addition, this study will also try to describe students' responses to teaching listening to extensive use of songs, and also to find out how songs can encourage extensive listening learning students.

## **B. The Researcher Presence**

In this study, the researcher her self or with the help of others is the main data collection tool. The presence of researchers is absolutely necessary, because only humans as a tool that can relate to the respondent or other objects, and only humans are able to understand the relation between reality in the field. The presence of researchers in the field in qualitative research according to Miles and Huberman (1992) is absolute, because researchers act as research instruments as well as data collectors. The benefits obtained from the presence of researchers as instruments are subjects more responsive to the presence of researchers, researchers can adjust themselves to the research settings, decisions related to research can be taken in a fast and directed way, as well as information can be obtained through attitudes and informants in providing information .

## **C. Research Setting**

This study will be conduct at MTS Tauhidiyah 1 Bubulan. This focus on teaching listening broadly using songs for 8th grade students of MTS Tauhidiyah 1 Bubulan and it took place in February 19 to February 28 2019. The research participants in this study were 5 students of MTS Tauhidiyah 1 Bubulan.

The researcher will focus this research on the 8 class. The researcher chose class 8 because on average students in grade 8 already understood what listening was and had mastered many vocabulary words in English. In this case, MTS Tauhidiyah 1 Bubulan applies the 2013 curriculum as basic learning. The researcher observed all students from one class but for interviews there were 5 students as representatives. The 5 students were divided into 2 genders, 2 men and 3 women they had English language skills that were more prominent than other 8 grade students. In selecting participants, the researcher chooses participants based on purposive reasons. Indeed, researchers used a purposive participant selection method because researchers observed classes that had the highest and middle



attainment levels. In addition, it is appropriate to use the participant selection method because it is useful and appropriate in observing the attitudes and opinions of participants and knowing the characteristics of participants. Using a purposive participant selection method, researchers can observe and identify the characteristics of participants who are representative in the group (Ary, Jacobs, and Razavieh, 2002: 161-170).

#### **D. Data Source**

This sub-chapter will answer the questions concerned with kind of data gathered to answer the research questions and the instruments necessary to gather them. Since the data needed in this study deal with the students' perceptions towards the teaching listening using songs, the data gathering instruments employed were interviews and observation.

The first instrument was interview as the most common data gathering technique. The interview was intended to find out what were the participants' opinions and feelings of teaching extensive listening using songs. Thus, interview would be a basic instrument to answer the first and two research questions. The subjects of the interview were some 8th grade students of MTS Tauhidiah 1 Bubulan and the English teacher of 8 classes. The researcher chose the students to be interviewed by using participant selection method. It meant that the interviewees were chosen based on their achievement in class. The researcher classified the interviewees from the highest point until the lowest. The students to be interviewed were three students as the representatives. Interview was a means of eliciting from the subject a report of past, present, and anticipated future responses.

Interview was divided into three categories. They were "structured interview, unstructured interview and semi-structured interview" (Wallace, 1998). The interview conducted in this study was structured and open-ended in which the researcher had already made eliciting questions and the subjects were interviewed individually and

openended interviews were used to dig out what the learners think of their learning difficulties. The result of the interview, then, was analyzed. Interview in this study tried to find out further information about the subjects' beliefs, opinions, attitudes, or behaviors toward the use of songs. That way, the researcher was able to obtain more detailed information for each subject. The interview was conducted after the analysis of the materials was accomplished. The reason of applying this interview in such a way was to obtain data to support the description or the theory and helped the observer to strengthen her research.

“Observation, as the second instrument in this study, is commonly used in education as a tool to support understanding and development” (Nunan, 1992:). Observation was the most common type of research instrument used both in qualitative researches. It was a complete description of behavior in a specific natural setting and in particular time. In this study, observation is used to answer the first research question. Nevertheless, the researcher also used observation to find additional information to answer the second research question. In this observation researcher did not take part in activities they were studying. In observing the participants, the observer observed the students, the activities in class, also the teacher.

The researcher observed some aspects that dealt with the teaching extensive listening using songs. The first observed will be the student. The researcher wanted to observe the students' attitude and behavior during the teaching extensive using songs and also their ability in doing the teacher's instruction. The researcher also wanted to know the influences in teaching extensive listening using songs for the students. The second observed will be the teacher. The teacher was observed based on her ability to handle the class and her ability in implementing songs in order to improve their English vocabulary mastery. The third observed will be the learning activities. At this point, the

researcher tried to see whether the activities were appropriate for the students' interest or not, whether the activities were workable in gaining the objectives or not. The last aspect was whether there were other factors that influenced the teaching learning process.

#### **E. Data Collection Procedure**

This sub-chapter would explain how the researcher gathered the data for this study. As having mentioned above, this research employed the use of interview, and observation. Further, it would elaborate how the instruments were done in this study, and its analysis as well as the interpretation. In observing the participants, the researcher did not interact with the participants to establish understanding the phenomena being observed and did not interfere the activities of the participants. In this study the researcher aimed to observe the activities in class in order to develop a detailed understanding of the values and beliefs held by members of the population. Observation served as the secondary data instrument. In observing, the researcher observed the students, the activities in class itself and the teacher in implementing songs. This observation had an objective that was to figure out the whole descriptions of teaching extensive listening using songs for the 8th grade students of MTS Tauhidiah 1 Bubulan. The researcher observed the learners' characteristics and attitudes during the class and also their learning techniques and situation. From this observation, the researcher gained a brief description about learning situation in class when listening to songs and learners' characteristics.

Moreover, findings on the observation were then used as interview questions. Interview in this study was conducted as a main data instruments. The subjects of the interview were some 8th grade students in 8 and the English teacher of those classes. This interview tried to find out further information about the subjects' beliefs, opinions, attitudes, and behaviors towards the teaching extensive listening using songs. The interview was

conducted individually. The researcher interviewed the students individually and in an informal situation, so the students felt comfortable and relaxed in answering the questions. In the other hand, the researcher interviewed the teacher in formal situation to find detailed descriptions about songs implementation. By interviewing the students individually and informally, the researcher was able to obtain more detailed information for each subject. The interview was conducted after the analysis of the materials was accomplished. The result of the interview then was transcribed to be analyzed. The reason of applying this interview in such a way was to obtain data to support the description or the theory and help the observer to strengthen her research.

#### **F. Data Analysis**

Moleong (1988) states that data analysis is a process of organizing and ordering the data into patterns or categorizing in such away to find the theme. In this section, the researcher would like to elaborate on the process of analyzing the data. The analysis was done into several levels. The analysis of the data from the interview and the observation would be triangulated to gain the reliability and the validity of the research. In the initial level. the observation, there researcher generated tentative assumption and speculation of what the result might be in the phenomenon. In this case, the researcher reviewed and reflected each set of data gathered in every teaching learning activity and related them to theories available. To answer questions stated in the first chapter, the researcher used interview and observation as the instruments of the study.

In assessing the students' progress in vocabulary mastery, there were four major standards employed by the researcher. Those standards, used by the researcher, were based on Bachman and Palmer (1996). The four standards would be elaborated in a diagram as follows:

**Table 3.1: The Four Standards of Vocabulary Mastery**

<b>No.</b>	<b>Standards</b>	<b>Fulfilled (F)</b>	<b>Not Fulfilled (NF)</b>
1.	The students understand the meaning of the new words.		
2.	The students are able to memorize the new words better.		
3.	The students are able to pronounce the new words orrectly.		
4	The students are able to use the words in a real context.		

Nonetheless, the researcher was aware of the issue of acting on the first impression only when observing and it would endanger the trustworthiness of this study. Here, the fidelity of this study followed the standard procedures involving: Credibility, Transferability, Dependability, and Confirmability (Ary, Jacobs & Razavieh, 2002). The explanation of each would be elaborated as follows:

1. Credibility (2002). It concerned about truthfulness of the inquiry findings involving how well the researcher had established confidence in the findings based on the research design, participants and context.
2. Transferability (2002). It offered an explanation about the application of the findings, whether they were applicable or not.
3. Dependability (2002). Research findings were triangulated and were related to research and theoretical notes that were taken during the investigation. It had to do with consistency of behavior or the extent to which the data and the findings would be similar if the study were replicated.
4. Confirmability (2002). It was the extent to which the research was free of bias in the procedures and in the interpretation of the results. So, findings were not based on the researcher's motivation and were attained by triangulating the data in order to come to a particular distinctive pattern of learners' behavior.

After reviewing and reflecting, the next level of analysis was transforming observation result into descriptive analysis for encoding. In this level, the researcher might be able to see the whole phenomena during the observation. From this point the researcher obtained a complete understanding and information related to the study. It consisted of the situation in learning process in class and the learners' characteristics or behavior during the class. After the result of the observation was coded, the researcher came with the interview questions, which were used in the next level of analysis.

The last level of analysis was in the form of interview. At this point, the goal was to find extra information or data to support and strengthen the analysis or the study about the teaching extensive listening using songs for the 8th graders of MTS Tauhidiyah 1 Bubulan. From the interview, the researcher knew the learners' improvement in vocabulary mastery through the use of songs and their beliefs, opinions towards the

use of songs. In analyzing the interview the researcher followed these steps: firstly generating natural units of meaning; secondly classifying, categorizing and ordering these units of meaning; thirdly structuring narratives to describe the interview contents; and the last was interpreting the interview data.

The results of the interview and the observation were triangulated to gain validity and reliability. Here, triangulation was defined as the use of two or more methods of data collection in the study of some aspect of human behavior. This technique tried to describe and explain deeper the richness and complexity of human behavior by studying it from more than one stand point of view (Campbell and Fiske, 1959). Triangulation was used in interpretive research to investigate different actors' viewpoints that would naturally produce different sets of data. The researcher used methodological triangulation which used different methods on the same object of the study.

#### **G. Research Steps.**

he research was carried out based on these procedures:

1. The researcher first selected one problems to investigate.
2. After the problems had been found, the researcher chose the participant as the subject of his or her study. The participants were chosen by using purposive sampling.
3. Next, the researcher had a preparation of the observation and the interview. Before conducting the observation and the interview the researcher had some preparations. The researcher asked permission letter from the secretary of the English Language Study Programme to do the research. Then the researcher proposed a proposal to the Head Master of MTS Tauhidiyah 1 Bubulan to gain the participants of the research and do the research. After Observational field

research Descriptive writing Interview the all permissions were acknowledged, the researcher tried to discuss how the method was implemented by the teacher in the 8 classes.

4. Then the researcher conducted the observation and the interview to gather the data needed in the study.
5. After the data were gathered, the researcher analyzed the findings from the interview and the observation to answer the research questions by triangulating the data. The first and second questions were answered by doing an interview and an observation.
6. As the next step, the researcher interpreted the findings and related this to the theory that was used as the reference
7. of the study. Then, the researcher made conclusions based on the interpretation. As the last step, the researcher would finally report the result of the research based on the observation and the interview.