

Exploring Teachers' Strategies in Teaching Listening through Songs at Eleventh Grade of Upper Secondary School

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Abstract

English is one of the international languages that must be mastered by all people, especially students. English is not only about reading but also speaking and listening. Therefore, since the junior high school level, listening material has been received up to the senior high school level. In this listening lesson, a teacher must have the right and fun strategy in conveying material to students. In this study, researchers used interviews with teachers and made observations. The results of this study are that the two teachers have different strategies in conveying listening lessons. The first teacher used the 'Word Chain Song Game' strategy and the second teacher used the 'Guess the Meaning of Lyric' strategy. Each strategy is unique and has been adapted to class conditions and students' abilities. Listening comprehension is conveyed to students not only by listening to native speakers speaking, but also by playing songs. Listening learning in this research, teachers use game-based learning strategies.

Keywords : Song, Listening, Teacher's Strategy

Introduction

What is English ?

English is an International language. People must mastered.

What about problem with English ?

Students difficult to communicate with English

What about Listening English ?

One of Four skill must be mastered to understand what people are saying.

Introduction

❑ What About Listening Strategies ?

Listening strategies use Game based learning.

❑ What is the Media in Listening Strategies ?

This Listening comprehension use songs as a media.

❑ What Kind of Listening Strategies ?

Mrs Tasriq with 'Word Chain Song Game' and for Mrs. Maria with 'Guess the Meaning of Lyric'

Methodology

➤ Qualitative Research

Describe the condition and the fact of the object that we want to analyze it

➤ Observation

Observe about teacher's background. A) Age. B) Graduated from. C) Experience.

➤ Interview

Researcher did the interview with English teachers with fifteen questions.

Result and Discussion

Result from First Teacher

➤ Aspect 1

Strategies in learning listening is very important > easily understood. The goal : students to be able to accept the material.

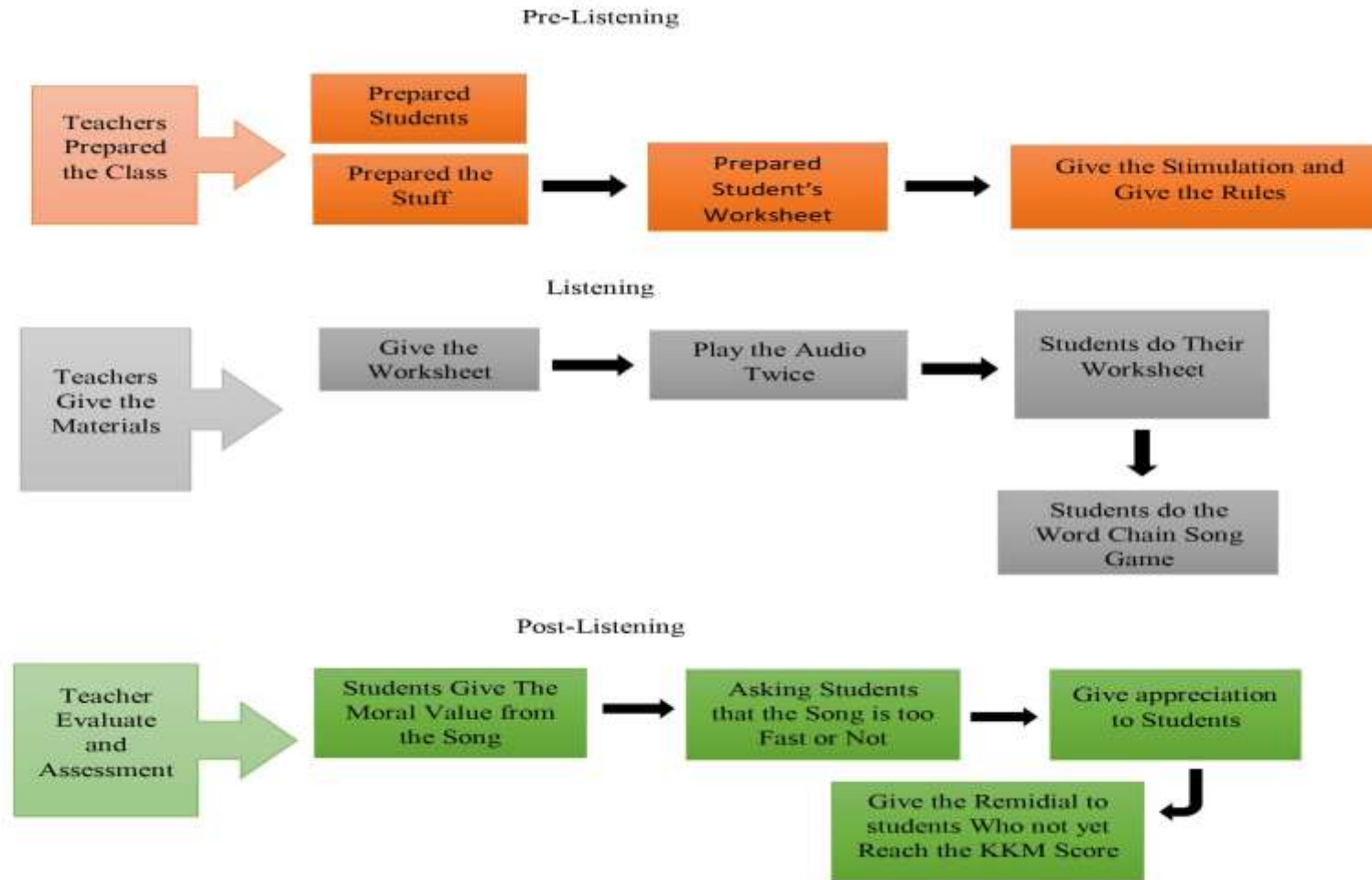
➤ Aspect 2

A teacher provides a listening learning strategy using the 'Word Chain Song Game' strategy.

➤ Aspect 3

The importance of assessing listening strategies is because their knowledge and understanding depends on how the teacher conveys the material.

Figure 1



Result and Discussion

Result from Second Teacher

➤ Aspect 1

A way to make listening material easy to understand and comfortable. The goals : understand material properly

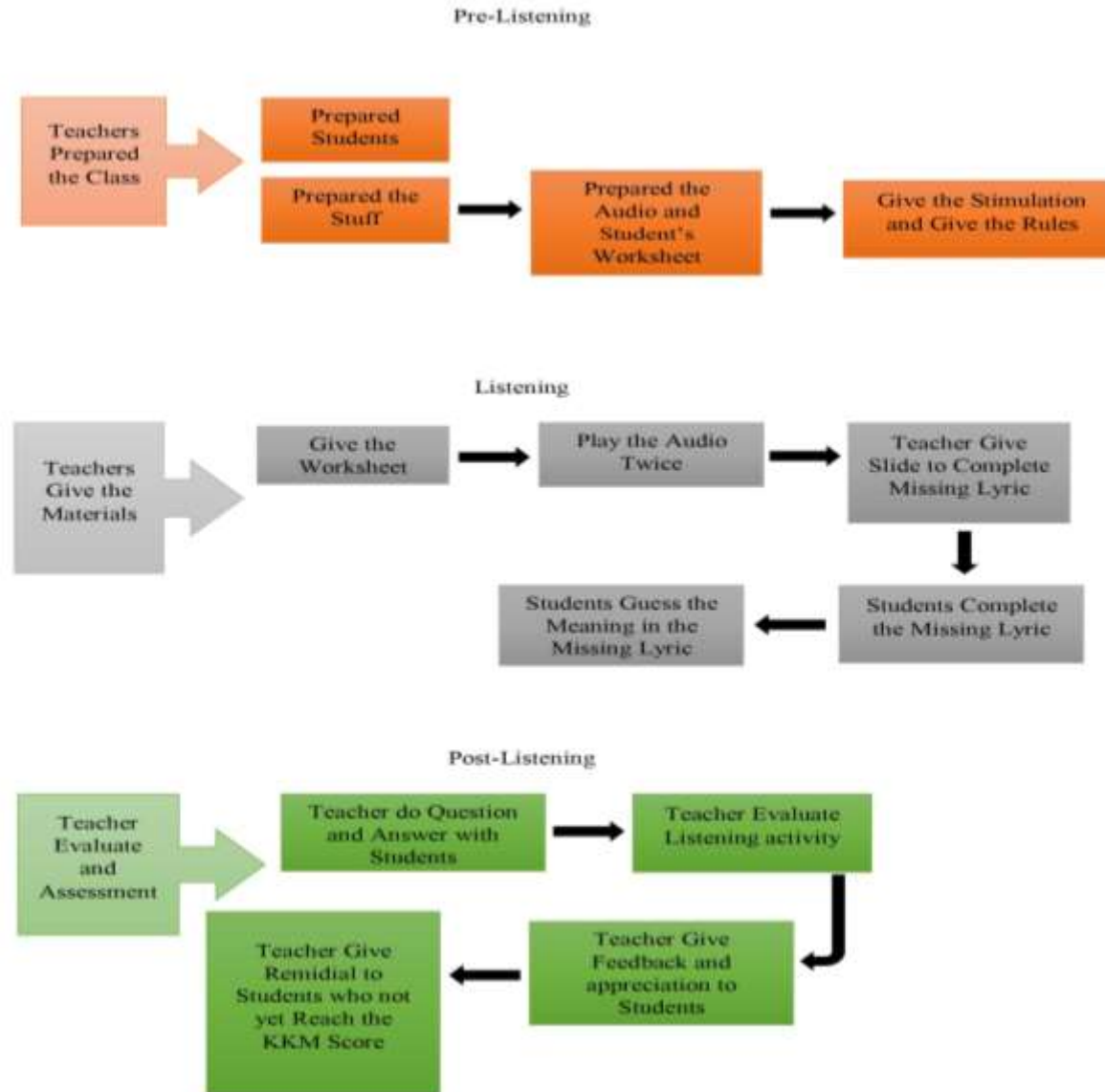
➤ Aspect 2

She teaches listening strategies to students by ‘Guess the Meaning of Lyric’

➤ Aspect 3

Learning strategy that the teacher gives will have an impact on the ability of students as well.

Figure 2



Discussion

➤ Previous Research 1

Strategy for teaching English listening that is effective and interesting is utilizing song media in the learning process.

➤ Previous Research 2

Researchers in this journal provide listening lessons using songs as a learning medium with the aim of learning vocabulary that students do not understand.

➤ Previous Research 3

The background of the problem what are the basic listening competencies used by students in listening classes and how are student's listening competencies implemented in listening classes

Discussion

➤ Previous Research 4

How the implementation of English songs that was used by the teacher in the listening class

➤ Previous Research 5

The data shows that the English teacher uses involving students in listening, asking questions to help students, and using audio recording. The goal of giving games or implementing fun learning is so that students really enjoy learning listening.

Conclusion

The first teacher has a listening strategy using the *Word Chain Song Game* method and the second teacher has her own strategy using the *Guess the Meaning of Lyric* method. Each methods has its own uniqueness. A teacher hopes that students are more active in learning listening and can understand learning and communicate with native speakers.

