

“Interesting or not Interesting: How Do the Implementation of English Song Improve Listening Skill Students at Junior High School?”

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Research Background and Theory

English is an international language as well as a second language for most Indonesians and the main language in the world. English is also the most important language used to communicate.

Therefore, as part of learning and teaching English, students are required to master skills in four areas: reading comprehension, speaking comprehension, and writing comprehension, and one of the most needed is the ability to communicate is listening comprehension. **According to Devi (2014), listening is especially important for expertise in language learning, especially English. Listening awakens the awareness that listening is a receptive skill that was first developed in humans. Learning to listen will improve students' language skills in getting to know new vocabulary.**

The first language skill newborns receive is listening, only then can they speak. Listening is one of the students' abilities to improve their English language skills. **According to Brown (2006), regarding listening skills, the truth is that some people are inherently better listeners than others but even the best listeners, as anyone who has studied or taught a language, may have a hard time. Like head-slapping and belly-rubbing, listening to a foreign language is subject to individual differences. Our job as teachers is to first understand that all human beings are limited in their capacity to acquire information. Then we have to find a way to help, remove the difficulty.**

Research Background and Theory

Music can make an interesting and comfortable atmosphere anywhere if used in a good way. Especially teaching English songs is one of the best methods that can be given to students to focus more on the lesson. **Apin Hidayat shows that teachers can use songs to overcome students' listening difficulties and improve their listening skills. Sevki also found that learning songs in English can play an important role in vocabulary growth in the target language. Using songs in teaching practice can become a motivating factor for students in student learning experiences. And According to Spirlandeli, argue that music has the ability to transform class situation.**

Implementing songs in listening lessons can provide opportunities for students to increase their interest in English. The use of songs in the classroom can inspire students and foster positive interactions between them and their teachers. Therefore, the teacher must choose the appropriate song-learning topics that can make students pay attention and take part in learning English listening well. **Janah (2020) said innovative teaching strategies for teachers need to be implemented in teaching listening skills. One of them is teaching listening skills through songs.**

Research GAP

1. Irvan and Sugeng (2020) “Students’ Perception About Improving English Listening Skills Using Movies Among The Vocational High School Students”. **The research they conducted aims to determine students' perceptions of the use of English films to improve listening skills at SMKN 10 Malang. They used method of the study was a survey with qualitative descriptive. The data was collected from online the questionnaire answered by the students. The researcher used online questionnaire through Google Form to ease him in collecting and analyzing the data.**
2. Miftahul Janah (2020) “Teaching Listening Through English Pop Song”. **Miftahul Janah found that students there are mostly low in learning English using Pop songs are less than optimal because they are influenced by several things the factor is a deficiency of inadequate facilities and levels of laziness of children who do not understand obscure vocabulary in pop song lyrics.**

Research GAP

3. Diana and Irma (2022) “The implementation of songs in teaching listening for young learners in online learning environment”. **The results of this study indicate that the influence of the song is shown by students who are active and enthusiastic in watching song videos, imitating song lyrics, and following songs. And the research used is qualitative research on the phenomenon. This research focuses on students, not on English teachers.**
4. Ni Luh Eka Yuliarini (2022) “The Use of Song in Improving Students’ Listening Skill”. **In her research, researchers used library research. The findings of this study were collected after reading and analyzing articles in online media. The article provides several findings such as information on how to implement the song, and another finding is that students' listening scores increase after implementing the song and students can expand their vocabulary. In this study, researchers did not make observations to collect data, but researchers collected all information by reading e-books, e-journals, and e-thesis in online and offline media.**

Research Questions

Therefore, from thus background above the researcher formulated to research questions,

- 1) How is the implementation of teaching English by using songs to improve listening skills of junior high school students in English?
- 2) What difficulties do teachers face in implementing English songs in teaching listening skills for students of Muhammadiyah 2 Taman junior high school?

Research Methodology

Research Design

This research was conducted using **qualitative** methods, the purpose of this study was to provide data that does not require quantification, so that the results are given in the form of a description based on the results obtained during the research. And this study explains the application of using songs, especially English, to improve students' listening skills in learning English in junior high schools.

Research Setting

Based on initial observations, this research was conducted at **SMP Muhammadiyah 2 Taman** in the even semester. And the researchers began collecting data last February, the research was conducted 3 times, namely on 14, 17, and 21 February 2023. The participants in this study were English teachers in class 9E at a private school in Taman Sidoarjo.

Research Methodology

Data And Source Of Data

The data from this study provide results by investigating how the application given by the teacher in using songs, especially English, can increase students' interest in listening skills in teaching English in junior high schools. According to Ni Luh Eka Yuliarini (2022), the application of songs in listening lessons can provide opportunities for students to increase their interest in English. Creating songs in class can inspire and foster positive interactions between teachers and students. Therefore, the teacher must choose the right topics for learning songs that can make students pay attention and take part in learning to listen to English well.

All of these activities in the teaching and learning process are carried out by teachers and students in the classroom, especially learning listening skills.

Research Methodology

Data Collection Techniques And Instrument

To answer RQ 1, researchers used **observation**. Here the researchers have used recordings made openly (overt) during the English learning process in class. In the observation instrument, the researchers has using an observation checklist to get results as the study progresses.

To answer RQ 2, researchers have done it by using **interviews**. Researchers use structure to confirm data from observations, whether there are difficulties faced by teachers when teaching listening skills to students using songs.

Data Analysis

First, the researchers transcribed all recorded activities. **Second**, classify the data. **Third**, data reduction by summarizing the results of recording data, the researchers summarized the results of the interviews. **Fourth**, data presentation is done to display reduced data. **And the last** is to make conclusions based on the results of the research that has been carried out after that, a complete report is prepared and in accordance with the facts on the ground in words that are easy to understand.

Research Finding

In the results of observations in the first, second and third meetings, the teacher had carried out all the activities in pre-listening, while listening and post listening. But there are several points that the teacher does not convey in class, first in table number 2 **The Steps For Using Songs For Students In Listening Class**

1. In **pre-Listening**, the teacher did not introduce vocabulary related to the song in the first meeting but in the second and third meetings the teacher applied it. And teacher did not ask students about their understanding of nouns, verbs and adjectives in the middle of learning in all meetings.
2. In **post-Listening** the teacher only played live songs 3 times without interruption in all meetings.

On the **Steps To Improve Students' Listening Skills By Using The English Song** table number 3

1. First, in the **while-Listening** the teacher does not ask students to discuss song elements such as the use of vocabulary, synonyms and antonyms of words in all meetings.
2. And in the **post-Listening** the second student did not receive an evaluation from the teacher.

Research Finding

Table 4 **Description Of The Steps Carried Out By The Researcher**

1. First, at the **Brainstorming Activity** stage, the teacher does not give assignments that can trigger students' interest in the learning process. For example, the teacher can ask about the favorite genre or singer of an English song that students like at the first and second meetings but in the third meeting, the teacher applies it in class.
2. Second, at the stage of **Asking Some Questions to Students By Giving Some Tasks**, the teacher does not give a number of assignments to students related to listening to songs. Students are expected to respond to the questions asked, such as filling in blank lyrics, mentioning verbs, adjectives, and nouns in songs, and completing assignments in the blanks in all meetings.

Research Impication

Listening to songs is an interesting lesson to be given to students in learning English. Teachers will also get a positive feedback if students enjoy learning and understand the material provided. From the results of the research that the researchers conducted after observing, the application of English songs was very appropriate because students were more enthusiastic in learning English. In fact, the students looked very active when the teacher gave a question and answer session about the song lyrics that the students listened to. And for students it will be a fun lesson that does not make students bored even though the subject matter they are learning at that time is a lesson that students think is difficult.

Conclusion

There are several methods to improve students' listening skills, one of which is to make songs to make practice more fun. Songs can help listening classes feel more positive by being used as media. This will convince English teachers to give more consideration to listening skills instruction when teaching English-related subjects. It can calm students and reduce anxiety. The process of practicing songs, such as implementing a lesson by providing appropriate songs to listen to beforehand, and assigning assignments to core activities can give students time to practice, ensure that they understand the material, and assess results by providing feedback. In addition, this listening skill can help other students' abilities and improve their vocabulary.

Suggestion

Suggestions in this study, first for English teachers to continue to apply listening in learning English so that they can create a relaxed learning atmosphere and not learn monotonously just from books. Because seen at the time of observation the enthusiasm of the students was very good and learning became more active. Second, for schools to continue to maintain class facilities, especially so that teachers can easily apply listening lessons and other learning media easily because there are supporting facilities.