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Menarik atau tidak Menarik: Bagaimana Penerapan Lagu Bahasa Inggris Meningkatkan Keterampilan Mendengarkan Siswa di Sekolah Menengah Pertama?

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Interactive or Uninteractive: How Do the Implementation of English Song Improve Listening Skill Students at Junior High School?

[Interaktif atau Tidak Interaktif: Bagaimana Penerapan Lagu Bahasa Inggris Meningkatkan Keterampilan Mendengarkan Siswa di Sekolah Menengah Pertama?]

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Abstract.

For students, learning English can become monotonous and boring if most teachers continue to base their learning on reading from books. Teaching and learning activities in class are influenced by students' interest in English for students. The importance of implementing listening learning in learning English in the classroom. This research was conducted using qualitative methods, **its** 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. This study describes the application of songs, especially English, to improve students' listening skills in learning English in junior high schools. The research findings found that the difficulties faced by teachers in teaching listening were that not all students had favorite songs and knew the singers of the English songs given by the teacher. In addition, most students do not recognize the English vocabulary in the song. The last difficulty is that teachers often experience confusion in choosing the right song to for the students. Therefore, English teachers can provide a balanced portion of teaching listening skills as is the case **with** other language skills. Teaching listening skills is no longer a neglected skill. Thus, the goal of teaching English **so that students are able to** communicate both orally **and in writing** in English will be achieved.

Keywords – *English song; teaching; listening skill; difficulties*

Abstrak.

Bagi siswa, pembelajaran bahasa Inggris dapat menjadi monoton dan membosankan jika sebagian besar guru tetap mendasarkan pembelajarannya pada membaca dari buku. Kegiatan belajar mengajar di kelas dipengaruhi oleh minat siswa terhadap bahasa Inggris bagi siswa. Pentingnya penerapan pembelajaran menyimak dalam pembelajaran bahasa Inggris di kelas. Penelitian ini dilakukan dengan menggunakan metode kualitatif, tujuan penelitian ini adalah untuk menyediakan data yang tidak memerlukan kuantifikasi, sehingga hasilnya diberikan dalam bentuk deskripsi berdasarkan hasil yang diperoleh selama penelitian. Penelitian ini mendeskripsikan penerapan penggunaan lagu khususnya bahasa Inggris untuk meningkatkan keterampilan menyimak siswa dalam pembelajaran bahasa Inggris di SMP. Temuan penelitian menemukan bahwa kesulitan yang dihadapi guru dalam mengajar mendengarkan adalah tidak semua siswa memiliki lagu favorit dan mengetahui penyanyi dari lagu bahasa Inggris yang diberikan oleh guru. Selain itu, sebagian besar siswa tidak mengenal kosa kata bahasa Inggris dalam lagu tersebut. Kesulitan yang terakhir adalah seringnya guru mengalami kebingungan dalam memilih lagu yang tepat untuk diberikan kepada siswa. Oleh karena itu, guru bahasa Inggris dapat memberikan porsi pengajaran keterampilan menyimak yang seimbang seperti halnya dengan keterampilan berbahasa lainnya. Mengajar keterampilan mendengarkan bukan lagi keterampilan yang diabaikan. Dengan demikian, tujuan pengajaran bahasa Inggris agar siswa mampu berkomunikasi baik secara lisan maupun tulisan dalam bahasa Inggris akan tercapai.

Kata Kunci – *lagu bahasa inggris; pengajaran, kemampuan mendengarkan, kesulitan*

I. INTRODUCTION

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 [1]. People from different countries can mostly communicate using English [2]. 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 [3]. The first language skill newborns receive is listening, only then can they speak [4]. Listening is one of the students' abilities to improve their English language skills [5]. According to Devi, 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 [6].

Teachers now have many resources that can help students manage interactive listening in class, integrate listening and thinking, learn listening outside the classroom, develop listening through technology, and use listening format assessments in the desired approach. So important is listening in language learning and the nature and role of learning strategies in listening comprehension [7]. According to Fransisca, there are five teacher objectives in providing English Listening to students [8], namely:

1. **4** Proposing students to large amounts of spoken text that can be understood over a long period of time, which contributes to the long-term development of their comprehension and listening,
2. Provide a fun and enjoyable listening experience by **4** ting students listen to topics that interest them,
3. Develop a general understanding of the spoken text by encouraging students to listen to the meaning instead of focusing on forms, **4**
4. To develop auditory fluency and automaticity by increasing the recognition speed of speech elements such as sounds, words and sentences, and grammar when listening to texts, so that students can comfortably hear texts spoken at normal speed, and
5. Increases motivation and confidence when listening in the target language by making the listening experience fun and functional.

Listening and Speaking are known as a spoken language in learning English, while Reading and Writing are known as written language. Everyone wants to speak English fluently w**8**hout considering that they also have to master other English skills. Thus, much of the effort that has to be put into language teaching is devoted to instruction in mastering conversational English while ignoring the importance of incorporating other forms of spoken language into language courses, especially in teaching listening comprehension. This is probably one of the many reasons why people find it hard to listen in English [9]. According to Fergina, learning the rules of English pronunciation, can help students to pronounce English pronunciation like native speakers, in this case the power of music to better understand songs, and use songs to improve pronunciation comprehension and listen to students, and use English well. In addition, it also investigates whether learning patterns can be turned into hobbies to increase knowledge, learning while enjoying hobbies, and using songs to improve pronunciation and auditory comprehension [10].

According to Brown, 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 [11]. According to Xiau, listening is learning that can create a relaxed atmosphere, and can also increase students' motivation in learning to listen and provide sufficient language input [12]. 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 [13]. Hidayat, who shows that teachers can use songs to overcome students' listening difficulties and improve their listening skills [14]. **4** 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 [15].

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 [16]. According to Spirlandeli, argue that music has the ability to transform class situation [17]. One of them is using offline

media, where teaching listening activities are carried out directly in class. Listening teaching focuses on songs and songs that the teacher will give to students to teach students' listening skills in English. Teaching listening skills is one that can provide and assist students in understanding English. Listening provides feedback that serves as a basis for understanding communication in English and allows students to interact in direct communication [5]. So, teachers must be creative in choosing the right song criteria as a media for teaching listening. In order to help students learn a language, Hisyam asserts that teachers of foreign languages should use all available resources and teaching methods in the classroom, including audio, visual, and audio-visual materials. Numerous studies have demonstrated the significant advantages of playing music when teaching a language to students [18].

For students, learning English can be monotonous if most teachers continue to base their lessons on reading from books. The classroom's teaching and learning activities are impacted by the student's interest in English [19]. In teaching material listening in English lessons may be difficult for the teacher to convey material so that it is easily understood by students, as well as those who find it challenging to understand listening material because the delivery of the material is not that good [20]. Many students have trouble understanding songs in other languages. Language teachers must recognize students' challenges when trying to comprehend spoken material in depth to advise them on appropriate listening techniques that will help them overcome these challenges. Knowledge of a speaker's accent or pronunciation, their grammar and vocabulary, and their knowledge of meaning are all part of this process. The listener is able to perform all four of these tasks at once [21]. Currently, there are many well-developed educational media available, especially for listening to English. An important part of daily activities is played by this procedure, English songs are some examples of teaching tools used in listening lessons. Lems said that listening to songs and singing is a natural and simple way of learning and can be fun to practice new sounds, words, and phrases [22].

Some of research about listening, Irvan and Sugeng stated that listening skill using English can require students to practice a lot not only in the classroom but also outside [23]. The results show that students at SMKN 10 Malang interested in learning English listening using English films and making them more motivated to learn listening. Janah et.al said innovative teaching strategies for teachers that need to be implemented in teaching listening skills. One of them is teaching listening skills through songs [24]. And researchers found in research 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 deficiency inadequate facilities and levels laziness of children who do not understand obscure vocabulary in pop song lyrics. Therefore Diana and Irma, found that using songs in class can help students relax their minds and can increase students' enjoyment of listening activities [25]. The results of the study show that the influence of the song is shown by students who are active and enthusiastic in watching the song videos, mimicking song lyrics, and following songs. According to Yuliarini, teachers must select a method of instruction that would encourage learning and get students to pay attention to what they are learning. She claims there are numerous ways to make listening classes enjoyable. One of them employs music to enhance kids' listening abilities [15]. The result of this study, employing music as a learning tool in listening classes can create a happy environment. Additionally, using songs that can assist students in developing their listening abilities is appropriate.

Some of research about listening English song, several researchers previously conducted research using quantitative and qualitative research. The first research conducted by Irvan and Sugeng [23], was a quantitative study, in which they examined English listening skills by watching English films. Second, according to Janah et al [24], the research was conducted at a high school in Bojonegoro. In her research, she used a qualitative research method with proof of data using questionnaires and interview sheets with several English students and teachers. Therefore, in the research conducted by Diana and Irma [25], conducted research online and conducted it at a private elementary school in Jakarta. While the research conducted by Yuliarini [15], his research uses library sources. After reading and scrutinizing articles in online media, the results of this research were collected. In their research, researchers do not do field work to obtain data; instead, he reads e-books, e-journals, and e-theses in both online and offline media to collect all material.

However, from the four previous studies where the research they conducted had not conducted research on listening to English songs in Sidoarjo, precisely at Muhammadiyah 2 Taman Junior High School. In some of these studies, some researchers used qualitative research but with a questionnaire instrument distributed to students to find out students' responses to learning to listen to English songs. Whereas in this research, the researchers also used qualitative research. This is done so that the data obtained from interviews and recorded observations can be explained more fully, such as examples of teacher conversations or teacher stimulation to students and student responses when listening in class. That way the researcher here focus on discussing research on listening skills (teaching listening) using songs. So, this research is expected to provide valid results, that the implementation given by the teacher in giving songs for English listening classes can add interest to students' listening skills.

Based on initial interviews, this school has used listening lessons with songs, but the teacher still uses the same songs as in the previous year. The song entitled "Count on me" by Bruno Mars. Teachers need to update the latest songs that are currently booming and known by students, because at this time there are many English songs that are well-known. According to Sevik, songs can be used for presentations or the practical phase of grammar lessons. Teachers may encourage both extensive and intensive listening, and inspire creativity and the use of imagination in a relaxed classroom setting. When choosing a song, the teacher must also choose a song that is appropriate for the age of the students, fighting over the students and the language used in the song is a consideration. To increase student commitment, it is also beneficial to allow students to take part in song selection [26].

Therefore, from this background above the researchers formulated the following 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 to students of Muhammadiyah 2 Taman junior high school?

II. METHODOLOGY

Research Design

This research was conducted using qualitative research methods. According to Creswell, in his book entitled "Research Design", qualitative research is a research method that belongs to one type of method to describe, explore, and understand the meaning obtained by a number of individuals or groups of people who are considered to originate from social or humanitarian problems. The process of qualitative research involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively starting from certain general themes, and interpreting the meaning of the data. The final report of this research has a flexible structure or framework. Anyone involved in this form of research should adopt an inductive research perspective style, focus on individual meanings, and translate the complexity of problems [27].

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 & Subject

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

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. 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 [15].

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

Data Collection Techniques

To answer RQ 1, researchers used observation. According to Quinn, he explained that observations in research are field recordings of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or other aspects of human experience that can be observed. The data consisted of field notes

carried out in detailed descriptions, including the context in which the observations were made. Here the researchers have used recordings made openly (overt) during the English learning process in class. Open observation is where people in the environment are aware that they are being studied [28].

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. The researcher followed Indah and Astutik's article using unstructured interviews because they wanted to get more in-depth information from research participants [29].

In the observation instrument, the researchers has using an observation checklist to get results as the study progresses. Then, instrument interviews were conducted outside the school to obtain more detailed information. According to Norman K et al., the strategy consisted of conducting interviews and direct observation, followed by facilitated teacher reflection on what had been observed using stimulated recall interviews. The stimulated memory interview that followed the observation session focused on specific interactions observed in class [30]. And documentation with informants during the learning process so that the data is correct and appropriate.

Data Analysis

Research results from observations and interviews have been collected by researchers using several stages: First, the researchers transcribed all recorded activities by playing the video repeatedly while observing in class and taking notes. Second, classify the data. Third, data reduction by summarizing the results of recording data during the observation and the results of the observation checklist obtained during the observation. After that, the researchers summarized the results of the interviews that the researchers had obtained by re-reading the transcripts that had been recorded. Fourth, data presentation is done to display reduced data. The goal is to make it easier to convey and understand to other parties. This will also make it easier for the reader to absorb the information contained in the 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.

III. FINDINGS

The results of research on the application of English songs in listening classes that are applied by teachers in class 9D. This study has 3 (three) implementations which include several activities “such as pre-listening, while-listening and post-listening”.

To collect the necessary data, the researcher used two instruments, the first instrument was class observation by participating in 3 class meetings and the researcher used the interview method to complete the research data.

Table of Implementation of English Song Improve Listening Skill Students at Junior High School

| 1. The Use of Song in Listening Class Steps | | Meeting 1 (Tuesday, February 14 2023) | | Meeting 2 (Friday, February 17 2023) | | Meeting 3 (Tuesday, February 21 2023) | |
|---|---|--|----|---|----|--|----|
| | | Yes | No | Yes | No | Yes | No |
| Pre-Listening | The teacher greets students when the teacher enters the class. | ✓ | | ✓ | | ✓ | |
| | Before delivering the material to be discussed, the teacher first checks the presence of students. | ✓ | | ✓ | | ✓ | |
| | Before playing the song that will be the core of the lesson, the teacher discusses the theme of the learning process, key terms, and lesson structure. This exercise may be a first step because it encourages students to consider relevant facts. | ✓ | | ✓ | | ✓ | |

| | | | | | | | |
|--|---|------------|-----------|------------|-----------|------------|-----------|
| | At the beginning of the lesson, the teacher can play games with students, such as asking questions about the song titles of some of the songs the 1 are listening to (this encourages them to use their prior knowledge to answer the questions). | ✓ | | ✓ | | ✓ | |
| Listening | The teacher's task is to help students with the main tasks. The teacher gives various assignments to students. Students are required to complete the missing song lyrics given by the teacher for the song 1 to be played. Students can manage their listening comprehension skills and listen to the material provided. | ✓ | | ✓ | | ✓ | |
| Post-Listening | The teacher gives the opportunity for students to show their answers one by one. | ✓ | | ✓ | | ✓ | |
| | The teacher asks students to sing along before completing the lyrics with the appropriate information. | ✓ | | ✓ | | ✓ | |
| | Teachers reserve the right to assign assignments to students to practice speaking and writing, among other skills. This listening exercise aims to assist students in forming connections between their knowledge, such as between what they hear and what they understand, for example by summarizing the song that is being played. | ✓ | | ✓ | | ✓ | |
| 2. Steps to Using Songs for Students In a Listening Class | | Yes | No | Yes | No | Yes | No |
| Pre-Listening | To be able to interest students, the teacher introduces the song being played to students and explains the meaningful part of the lyrics. | ✓ | | ✓ | | ✓ | |
| | The teacher introduces vocabulary related to songs. | | ✓ | ✓ | | ✓ | |
| | The teacher asks students about their understanding of nouns, verbs and adjectives in the middle of learning. | | ✓ | | ✓ | | ✓ |
| While-Listening | The teacher gives instructions to students before working 2 the problem. | ✓ | | ✓ | | ✓ | |
| | Each student is given a piece of paper to fill in the blank lyrics. | ✓ | | ✓ | | ✓ | |
| | The students are given blank song lyrics by the teacher. In this exercise, the teacher gives directions to students to replace text-based words with words that don't 1 ist. | ✓ | | ✓ | | ✓ | |
| | In this process, the teacher plays the song three times with additional speakers. | ✓ | | ✓ | | ✓ | |
| | The teacher gives three opportunities for students to listen to the song being played by the teacher until students can complete the blank lyrics. | ✓ | | ✓ | | ✓ | |

| | | | | | | | |
|--|--|------------|-----------|------------|-----------|------------|-----------|
| Post-Listening | First, the teacher plays it without pause, second with pause, and finally without pause. | | ✓ | | ✓ | | ✓ |
| 3. Steps To Improve Students' Listening Skills By Using English Songs | | Yes | No | Yes | No | Yes | No |
| Pre-Listening | To inspire students, the teacher does a brainstorming exercise. Teachers can do this by asking students 5 questions and outlining the steps involved in the learning process. | ✓ | | ✓ | | ✓ | |
| While-Listening | The teacher's task is to make students enjoy the teaching and learning process while learning takes place. | ✓ | | ✓ | | ✓ | |
| | The teacher performs various listening activities. For example, students are instructed to concentrate on listening to a given song. | ✓ | | ✓ | | ✓ | |
| | The teacher asks students to discuss song elements such as the use of vocabulary, synonyms and antonyms of words. | | ✓ | | ✓ | | ✓ |
| Post-Listening | In the last activity, the teacher asks several questions to students, which the teacher has prepared. | ✓ | | ✓ | | ✓ | |
| | After that, students receive an evaluation from the teacher. (In this procedure, the teacher can play the song one more time to close the lesson). | | ✓ | | ✓ | | ✓ |
| 4. Description Of The Steps Taken By The Researcher | | Yes | No | Yes | No | Yes | No |
| Explaining The Learning Material | The teacher summarizes the learning material, and also the learning objectives. | ✓ | | ✓ | | ✓ | |
| Brainstorming Activity | The teacher gives assignments that can trigger students' interest in the learning process. For example, the teacher can ask the favorite genre or singer of an English song that students like. | | ✓ | | ✓ | ✓ | |
| Introducing The Song Used | The teacher introduces the song that will be played first. The teacher assigns multiple songs for this assignment and instructs students to pay attention to the lyrics of the songs. | ✓ | | ✓ | | ✓ | |
| Asking Students Some Questions By Giving Some Tasks | The teacher gives students a number of tasks related to listening to songs. Students are expected to respond to the questions asked, such as filling in the blank lyrics, mentioning verbs, adjectives, and nouns in the song, and completing assignments in the blanks. | | ✓ | | ✓ | | ✓ |
| Making Conclusion Of The Learning Material | At the end of the lesson, students are asked to make conclusions and the teacher provides feedback. | ✓ | | ✓ | | ✓ | |
| Closing | In the last step, the teacher closes the lesson. | ✓ | | ✓ | | ✓ | |

In the table at the first meeting on Tuesday, February 14, 2023. (Pre-Listening) The first research was conducted on Tuesday, 14 February 2023. Classes start at 09.00 - 09.30 and 10.00 - 10.30. At the beginning of the lesson (pre-listening) the teacher greets students and checks the attendance of students one by one. Then the teacher informs the material to be discussed before starting learning, before starting learning in this activity, the teacher first discusses the learning process, keywords, and the structure of the song. This activity may be a first step because it encourages students to consider relevant facts. After that, for brainstorming, the teacher uses a song title guessing game. (While-Listening) The teacher introduced "Flashlight" by Jessie J before teaching English songs. Before beginning the listening exercise, the teacher instructs the class to prepare sheets of paper on which to write answers to the questions she will pose on the LCD projector. The questions given are about song lyrics where some of the lyrics are omitted. Then students will complete it on the sheets of paper that have been prepared. In the next stage, the teacher starts playing the song and gives the opportunity 3 times for students to listen to it. (Post-Listening) And at the end of the lesson, in this activity, the teacher asks students to complete the missing lyrics one by one. Some students come forward and write on the blackboard. Furthermore, after the students answered, the teacher played the song again to discuss the correct answer together. At the last minute, the teacher asked the students one by one their mistakes, and the teacher said "I will take the score, and I call you one by one).

In the second meeting, classes start at 11.00 – 12.30. (Pre-Listening) In the second meeting, class started as usual, opened by greeting and asking how students were doing. At this second meeting, the teacher used learning media from student books in the listening chapter (While-Listening) at the screening song at the second meeting, the music by Demi Lovato's song "Skyscraper". Then the teacher also displays it on the LCD. After that the teacher starts playing the song and gives the opportunity 3 repetitions. In the last round of the song the teacher gives instructions to the students "The last one, listen carefully". After completing the exercise, each student was told to fill out the blank lyrics on the supplied page. On this occasion, many pupils were successful in finishing the lyrics to the Demi Lovato song. Contrary to listening in meeting one, the students answered questions concerning one of Jessie J's songs, "Flashlight," even though many of their responses were incorrect. Nevertheless, they completed all of the answers.

The third meeting was held on Tuesday, February 21, 2023 and the classes started at 09.00 - 09.30 and 10.00 - 10.30. At the last meeting with listening learning material, students were given several songs to interpret the meaning of the song given and explain the meaning of the song from that meaning. But before that, I reviewed the material from the previous meeting, by playing back Demi Lovato's song "Skyscraper" and then giving students the opportunity to explain the meaning of the song. Then the teacher returned to explain and tell the meaning of the song entitled "Skyscraper". The last song given by the teacher at the end of the meeting was a song called "Story of My Life" by One Direction. This song was chosen because not a few of them know this song. And it's true that when this song is played, all the students enjoy it and all the students in the class sing along. And when the researchers witnessed directly in class the lyrics and conversations they said were almost perfect. Because One Direction's "Story of My Life" is a contemporary song as they know it, the teacher said in an interview.

Difficulties the Teacher When Implementing an English Song to Teach Listening Skills

In this section, the researcher discusses the findings from the interviews conducted regarding the challenges teachers face when delivering English songs in listening classes. The researcher gave 5 questions during the interview.

In the results of the first interview, the problem faced by the teacher was that not all students had a favorite artist from an English song. The second difficulty is when students are less able to recognize the vocabulary in the English song given by the teacher. So students only write what they hear, but most of them make mistakes in writing and pronunciation. Third difficulty Teachers often experience confusion in choosing the right song to give to students, so the teacher gives songs that are easy for students to understand, by providing a basic level in choosing songs. According to the interviewee, the results of the fourth interview, listening to songs, can improve students' learning concentration. And finally, the songs that the teacher gave to the students were the songs that were chosen because they had pretty good grammar and lots of passive sentences.

IV. DISCUSSION

Based on findings in research question number 1

The use of songs in the class to present diverse activities create casual conditions in class, and lessens tension among students by making them feel happy and enthusiastic about learning English is the advantage of utilizing songs to teach listening comprehension. A song can inspire pupils to study the target language because of this benefit [31]. In fact, many studies reveal that students are happy to come to class when teachers include fun teaching such as using songs, giving games, and technology-based learning. With that, the teacher can help students to increase their involvement through songs and thus encourage more engaging and meaningful engagement in the classroom. As well as with implementation songs in learning can increase interest in learning among students. An example of the type of song that students like is action songs. This type of song is sung by involving actions and expressions. This is a powerful resource for young learners to learn English which helps in their language development [32].

The results of the research on research question number 2

In the results of the first interview, the problem faced by the teacher was that not all students had a favorite artist from an English song. Many of them only know the songs but don't know the singers of the English songs they know, so when the teacher asks the title of the song even though they don't know the original singer, they will still recognize these songs because the songs the teacher uses are familiar songs and often made movie soundtracks and the like. So that students are familiar with the song and the lyrics of the song used when teaching listening in class. The teachers need to be aware of students' favorite songs, so that they can be created the meaningful learning process and English learning objectives will be achieved easily be creative [31].

The second difficulty is when students are less able to recognize the vocabulary in the English song given by the teacher. So students only write what they hear, but most of them make mistakes in writing and pronunciation. Aside from being a musical instrument, songs can also be used as an effective way, because teachers can bring joy to students in learning English. When they are engrossed in singing a song, they unconsciously train them to speak, recite and even imitate the language so that they are like the natives [32].

Relate to the third results interview teacher often experience confusion in choosing the right songs to give to students, so the teacher gives songs that are easy for students to understand, by providing a basic level in choosing songs. And paying attention to the characteristics of the development of language skills in students, language teaching must be carried out by paying attention to the following (grammar) rules which are important, at an early stage, to avoid teaching grammar explicitly/directly to avoid frustration for students [33].

Relate to the fourth results interview, according to Sevik in his research paper entitled "Teacher views about using songs in teaching English to young learners" songs can be easily understood, fun, authentic, and full of language we need in real life. Because of the song are part of our life and they are all around us [26].

And the results of the last interview one strategy for enhancing listening abilities is to include music in listening lessons. A song is a suitable medium since it can help students enjoy learning English and provide them with motivation to improve student's skills. In learning to listen to English students should be more introduced to listening due to the fact that English learning teachers mostly pay more attention to English grammar, reading, and vocabulary. Listen and talk skill is not an important part of things textbooks or curriculum and several teachers doesn't seem to notice these skills when designing their lessons. The majority of teachers assume it will arise naturally during the course of language learning and hold this belief for granted. Talking about the instructor's challenges in teaching English songs in the listening class, Maghfiroh in her thesis said that students' ability to communicate correctly and English courses is a long-term goal because English Proficiency is a major requirement in the current era of globalization trend. Before becoming a good language speaker, we need to be a good listener first. If students can catch the meaning of what they hear in English well, it shows that they have mastered it English [34].

Therefore the song is an interesting lesson to be given to students in learning English. Teachers will also get 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 and interested 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. For students, it will be an

interesting lesson that does not make students bored even though the subject matter they are studying at that time is a lesson that students think is difficult.

V. CONCLUSION

One of the abilities that students need to learn in English is listening. This is because the first step in learning something new is listening. The use of listening skills in daily life is more frequent than the use of other language skills. There are a number of methods for enhancing students listening abilities, one of which is to employ songs to make the practice more fun. Songs can help listening classes feel more positive by being used as media. This will convince English teachers to give listening skills instruction more consideration when teaching English-related disciplines. It can calm students and lessen anxiety. The processes of putting songs into practice, such as implementing lessons by giving the right songs for pre-listening, and giving assignments for core activities this can students time to practice, ensure that they comprehend the material, and assess outcomes by giving feedback. Additionally, this listening ability might aid pupils' other abilities and increase their vocabulary. Of the several problems that are often raised by English teachers, in this journal the authors try to provide solutions to the problems faced by teachers. There are several efforts that teachers can make in overcoming problems that are often complained about in learning listening skills, based on the descriptions that have been written by the researchers, therefore the researchers suggest that English teachers can provide a balanced portion of teaching listening. Skills as with other language skills. Teaching listening skills is no longer a neglected skill. Thus the goal of teaching English so that students are able to communicate both orally and in writing in English will be achieved. So with the teacher giving English songs to the listening class, the class becomes more enjoyable. Because students are very interested and enthusiastic about receiving it.

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