

## The use of songs as Teaching Media to Improve Student' Listening Skill

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### Abstract

Listening skill is the skills that should be mastered. Many students have difficulty in the listening. Because, they lack background knowledge. The use of songs can increase students' interest. This study aimed at finding information on the use of songs. The method of research is classroom action research. The research was conducted in 3 cycles. The data was obtained by using observation, interviews, and tests. The data from the interview showed that students prefer studying English by listening to songs than listening to a conversation. And the research showed that there was a significant difference in the student's achievement in each cycle. The result in cycle I, there was 40% of students in the class passed the KKM. The result of the post-test in cycle II, there were 60% of students in the class passed the KKM. And the result post-test in cycle III, 80% of students in the class passed the KKM. There is 8.3% of student in the class who failed the KKM. There was an increase in listening scores from cycle I to cycle III. It showed using songs as teaching media can enhance the students' listening skills. Using songs is a good strategy to motivate students to practice their listening.

Keywords: listening skill, teaching media, song

## 1 INTRODUCTION

Listening is considered an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others and its also benefit in building a good communication. In building a good communication, individuals have to understand the meaning of the messages conveyed by their partner. Kirwan (2009) quotes Laurent's statement (2000) that 'It is impossible not to communicate'. Without listening ability, communication is impossible. This statement is in line with Burnard's (1992) cited in Kirwan (2009), he states that listening and attending are cited as the two most important elements of communication. Listening is also required in an academic context, which the students have to deal with in class. In Indonesia, English plays the most important role. The teaching of English has been undertaken at the elementary school as an optional local content subject until senior high school as a compulsory subject. Moreover, English is the subject that all students in university have to learn in their first year. Indonesia's government realizes its responsibility for their citizen ability to speak foreign languages. They prepare children that will lead this country in the future by making suitable regulations related to the educational system. According to Government regulation, number 22 year 2006 about the standard of content for English lessons points out that English subject in junior high school aims the learners to have the ability and awareness of the essential importance of English to improve the nation's competition in a global society. There are four basic skills, namely listening, reading, writing and speaking that have to be mastered by students. The separation between those skills requires a different way to teach them. One of those skills that require special attention from the teacher is listening skills. listening is intentionally gasing information or other messages carried out through sound this means, during

listening action, media devised to transfer message is sound or other term referring to hearable particles, Of course, the final adjective of listening activity is to arrive at proportional or intended understanding toward particular spoken or other oral symbol. Furthermore, listening is fundamental of language skills. According to Nirmala Hendrawati (2019), Listening is the first skill and basic ability when learning a new language Beginners need to learn. It's an acquisition skill, which means language beginners get new words from what they have heard or heard. Reception will affect the ability to manufacture. If they are good listeners; they will understand and even have a good degree in production skills namely speaking and writing.

Listening requires entering actively and imaginatively into the other fellow's situations and trying to understand a frame of reference different from your own. This is not always an easy task. But, basically listening is the process of absorbing some information through some sense of hearing. The teaching of listening is both a simple and complicated procedure. It needs more attention and concentration to comprehend the sounds. The process of listening is complex. Besides being complex listening is far more difficult than many people can imagine. In teaching listening during classroom activity according to Brown (2001) there are three basic steps that the English teacher should be concerned namely Pre-listening step. While listening step and after listening step.

There are some reasons why listening felt difficult to be mastered by the students. First, the students begin to learn English by the way of reading, instead of listening. Reading is different from listening, like writing is different from speech. The biggest difference is speech consists of sounds. Listeners must know the sound system; otherwise, they cannot understand speech. Moreover, writing uses different languages. Written English consists of neat, correct sentences, while speech does not. Second, the materials on the tape are usually read by a native speaker. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. This is another difficulty. Third, when native speakers speak English, they usually speak at normal speed. It is too fast for students to follow. When listening, students cannot choose a comfortable listening speed; they have to keep pace with the speaker's thinking process. Fourth, the contents of the tape are not always familiar to the students. Some of them are more relevant to the students. The students may lack background knowledge about native speakers. So sometimes they cannot understand the meaning of it. Based on the researcher's small observation, the researcher also found that is very difficult for the students to understand English through listening. Various learning material is important for the teaching of listening skill. It can improve students' motivation in listening learning, therefore, the learning will achieve its goals.

Motivation is essential in learning to listen because students may need to be understood, fast sounds or phrases must be heard more than once. Teachers can use activities to encourage students to improve their listening skills. Listening to English songs are all examples of activities. Students could listen to the pronunciation of words and sing alongside English songs while listening to them. To investigate whether students' listening skills could be improved by using songs in order for them to be able to use English properly, as well as change the pattern of their studying instead of the students' hobbies and interests that really can add to their knowledge or enjoy even as studying (Lengkoan, 2017:219). Therefore, Song is suggested to be an alternative learning aid. It is easy to hear and brings enjoyment while learning English. Listiyaningsih, (2017) states that one way to improve listening skills is listening to English songs. Listening to English songs can improve listening skills. When someone listens to English songs, their ears will unconsciously get used to hearing so that when in a listening class, someone who is used to listening to songs will find it easier to get the meaning of what the narrator is saying. When learning English, especially in listening, many media can help students improve their listening skills, such as videos, movies, and songs (Simamora & Oktaviani, 2020). Songs can give motivation to students because they usually like listening to music.

The song is one of the most charming since it is not difficult to find English songs. Songs are crucial parts of growing and learning. Some of the significant characteristics of songs are that they are fun and can keep the students excited. The songs we sing provide vocabulary enrichment, teach tenses and plurals, uses poetic language, allow visualization, and encourages good pronunciation. Text of English songs often brings certain themes and messages that are also related to social issues in our daily life. In reading text English songs, students are also able to learn how to express their ideas and feelings. Songs could provide a calming lesson on a hot, boring day. It can also be used as the base for a variety of lessons. It could be used for a large variety of English language part of teaching and learning activities. It has the potential to spark discussions and even become the central focus of a debate. (Futonge & Kisito, 2005:15). Using songs in the classroom is an excellent way to bring listening activities to life. To make the listening activities more effective, a couple of steps that have been used successfully can be added to the process. It can be used for a wide variety of English foreign language learning and teaching activities. Since songs are highly memorable and motivate the students. The most important feature of songs is repetition. Using English songs in the classroom is a great way to live up to listening activities. It can be added a couple of steps have been used in success to the process to make listening activities more attractive.

As a result, the researcher attempts to alleviate the students' difficulties with listening ability and planned to discover what could be taken to assist the students in improving their listening skills. So, in this study, the researcher would like to look into the research entitled "IMPROVING STUDENTS' LISTENING SKILL THROUGH THE USE OF SONGS AS TEACHING MEDIA" with following research question as follows "Did songs could improve the students' listening skill?", and the purpose of this study was to find out if by using the songs could improve the students' listening skill. Therefore, this study want to answer the question whether songs can improve students' listening skill or not. Therefore, the researcher tries to find out what can be done to help them improve their listening skills. So, in this research, the researcher would like to use songs to improve students' listening skills.

## **2 RESEARCH METHODS**

This research was a classroom action research at SMK Kalpataru Jakarta. It means that the action classroom research which is conducted in the classroom to improve the quality learning-teaching process. In conducting this research, the researcher asks the English teacher of the school that does this research. The teacher helps the researcher in planning, action, observation and reflection. Moreover, it is also possible for the researcher to ask for more suggestions from her conducting. The subject of the research was the students of SMK Kalpataru.

The time of this research is the second semester of the academic year 2022/2023. The method of the research is Classroom Action Research. Classroom Action Research is the research conducted by class teachers through self-reflection to improve performance so that will improve the student's ability. Torrence (2001) has said that action research is a research project designed to investigate and develop a formative classroom. It was a collaborative one, involving a researcher and a team of teacher researchers. Mills (2009): "Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment to gather information about how their particular school operates, how they teach, and how their students learn." Based on the theories, it is clear enough that an action research approach to the professional development of teachers might be used to bring about changes in classroom assessment practices. Based on the theories, it is clear enough that an action research approach to the professional development of teachers might be used to bring about changes in classroom assessment practices.

There are many models of the action research process. The first model is introduced by Kurt Lewin. Kurt Lewin is generally considered the 'father' of research due to his model that becomes a role model. Afterward, Stephen Kemmis develops a simple model of the cyclical nature of the typical action research process, each cycle has four steps: plan, act, observe and reflect. The researcher chooses Stephen Kemmis's model for her research. It has some cycles. Cycles are done depending on the problems needed to solve. It could be two or three cycles. Every cycle has four steps: Planning, Acting, Observing and Reflecting.

Planning is a step to identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context. Acting is to implement the instructional strategy that has been planned. Observing is the process of collecting data indicating the success of the strategy in solving classroom problems. Reflecting is the process of analyzing the data to determine how far the data collected have shown the success of the strategy in solving the problems.

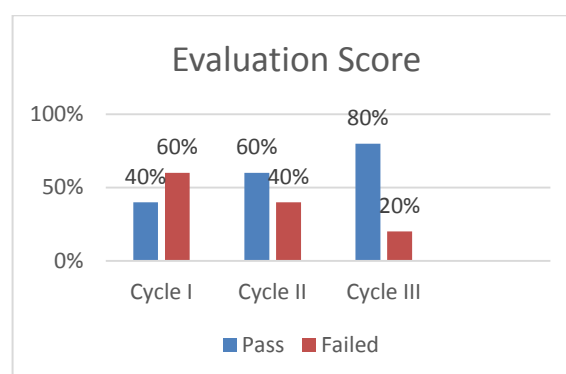
### 3 RESULT AND DISCUSSION

The results of the tests carried out in cycles I , II and III showed a significant improvement in scores. The average score in a cycle I 70.00. In cycle II, the average score increased to 74.08. And In cycle III, the average score increased to 80.00 the observation results show the observation sheet reaches the target of 80%.

#### 3.1 Result

##### 3.1.1 Test Result

The results of the student listening skill test showed that the use of songs as teaching media in the learning process could improve students' listening skills. Based on the graph of each cycle, students who passed the minimum completeness criteria in cycle I were 40% or 10 students and the remaining 60% or 15 students did not meet the minimum completeness criteria with an average value of 70.00. The results of cycle II showed that 15 students or 60% of students passed the KKM (passing grade) with an average score of 74.08. Last cycle III showed that 20 students or 80% of students passed the KKM with an average score of 80.00. Listening test data in each cycle can be seen in the graph below:



##### 3.1.2 Cycle I

In cycle I, the research was conducted on Tuesday, May 2023. Every meeting was conducted for 60 minutes, starting from 10.00 to 11.00. The researcher prepared a lesson plan and syllabus, in addition, the researcher also brought observation sheets and teaching materials used when conducting research in the classroom. The material taught is the lyrics of the "I Have A Dream" song by Westlife. In cycle 1, the researcher started

the class by greeting the students and checking their attendance list. During the opening activity, the researcher creates a fun learning environment to make student comfortable with the lesson they have. The researcher asked the students what kind of song they used to hear. And she asked them to sing it. After that, the researcher discusses the meaning of the song lyric. It turned out that they did not know the meaning of the song lyric. They just like to sing it. The researcher explain that she was going to play the " I Have A Dream" song. Students had to listen to it properly because there would be a task for them to fill it. The researcher played the song three times then she distributed a worksheet. They had to complete the lyric of the song based on what they had listened to. They just had to fill in the blank with the correct answer. In the last stage, the researcher asked the students to give worksheets to their friends who sit next to them. The researcher and students checked the answer together and evaluated their answers. the students sing the song together.

The result of the test was shown that 15 students failed and 52 as the lowest score from 25 students. And 10 students passed and 85 was the highest score. The average score was 70.00 or 40% from 25 students.

### *3.1.3 Cycle II*

In Cycle II, the research was conducted On Monday, May 2023. This second study was conducted for 60 minutes, starting from 08.00 to 09.30. The action would conduct according to the lesson plan. The design of the lesson plan was written based on the syllabus. Before doing any activities, the researcher prepared the equipment that was used for teaching listening through the song, including the speaker, projector, laptop and the lyric of the song. In the opening activity, the researcher greets the students and asked them about their feeling today. Then she asked them to pray before studying. After that, she played the previous song that was studied by the teacher at the last meeting. After that, the researcher explained to the students that she would give them two songs. The first song would be "I Have a Dream" and the second "My Heart will go on".

In this cycle, the researcher divided the students into 6 groups. Each group consists of 4 students. The researcher also distributed the two song lyrics for each group. After that, the researcher asked them to read the lyrics while singing the song together and compared the song, so they can interpret the meaning of the song lyrics. The researcher prepared 5 questions that would be done by students. The questions were about comparing the song. Then the researcher asked the students to discuss in groups after that they had to explain in front of the class. In the last activity, the researcher and the students checked the answer together. The researcher evaluated their answer by discussing them together. And play again the song to relax the students.

The result of the test was shown that 10 students failed and 60 was the lowest score from 25 students. And 15 students passed and 85 was the highest score. The average score was 74.08 or 60% from 25 students.

### *3.1.3 Cycle III*

In cycle III, the research was carried out on Monday, July 2023. The last research or cycle III was carried out for 60 minutes, starting from 08.00 to 19.00. The researcher prepared the third cycle lesson plan and syllabus, besides that the researcher also brought the results of the observation sheets of cycle I and cycle II.

The researcher opened the activity by greeting students and asking them to pray before studying. The researcher still uses the same technique as cycle I and cycle II. The researcher gave the different songs. It was "If I Were A Boy". The researcher asked the students to identify the song. The researcher involves the students in this process of studying. The researcher distributed the lyrics and the assignment. The researcher told the students that they must do the test by their capability. The song was played two times. The students had done with the test. The researcher and the students discuss the answer together. The discussion about identifying the song lyric. At the last, the students

sing together. The listening actively in cycle 3 was faster comprehended in cycle I and cycle II. Based on the results of the observation sheets for students in cycle I, all students have been able to increase their activeness in discussions, participate in groups, and answer questions. It shows that the learning activities in Cycle III are better than those in Cycle I and Cycle II. It can be seen from the data that the researcher has obtained.

Based on the result of the researcher observation sheets for students in cycle III, In addition, students can answer questions from the researcher. The result of the test was shown that 5 students failed and 60 was the lowest score from 25 students. And 20 students passed and 90 was the highest score. The average score was 80 or 80.08% from 25 students.

### 3.2 Discussion

The research activity has done from cycle I until cycle III based on the principles of teaching listening that point of by Jeremy Harmer (2001): a) Encourage students to listen as often as possible b) Help students to prepare to listen c) Once may not be enough. Repeat! d) Encourage students to respond to the content of the listening, not the just to the language e) Different listening stages demand different listening task f) Good teachers exploit listening task to the full. In brief, from principles above, teacher also has to motivate students and he or she should be impatient with them. It must be done in order to achieve the goal of listening learning. The researcher provides an analysis of the finding obtained in cycle I until cycle III based on the result of the research. The researcher found that songs as teaching media give some advantages for teaching English, especially in listening. Listening to English songs made the students more active in listening. The students who were passive in the class also became more confident and enjoyed themselves when learning English that is because according to Lynch, (2008:23) claims that "almost everyone loves music. It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music. Music pervades television, movies, theater, and even the nightly news. When we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter or every mood and emotion". According to (Jamalus, 1988:5), songs that have been sounded (sung) with instrumental or musical devices can be considered works of art.

In listening activities in the class, starting from filling in the blank, compare the two songs and interpret the song based on the lyrics they listened. the researcher could see the progress of students' listening skills. There was an increasing the average score from cycle I, cycle II and cycle III and it means the advantages of the use of song as teaching media. In cycle, I, the average number of students was 70. 10 students could achieve a KKM score ( $10/25 \times 100\% = 40\%$ ). 15 students could not achieve the KKM score ( $15/25 \times 100\% = 60\%$ ). In cycle II, there was an improvement in students' achievement the average score becomes 74.08. It means that 15 students could achieve a KKM score ( $15/25 \times 100\% = 60\%$ ). 10 students could not achieve the KKM score ( $10/25 \times 100\% = 40\%$ ). In cycle III, the average student's score is 80. It means that the student's score increased, became 80% 20 students could achieve a KKM score ( $20/25 \times 100\% = 80\%$ ), and 5 students could not achieve a KKM score ( $5/25 \times 100\% = 20\%$ ). There are some reasons why there were 5 students who could not achieve KKM. Based on the data above, the researcher concluded that there was an improvement in students' listening skills in every cycle. It can be seen from the average score from cycle I to cycle III.

Tabel 1. Result of study

No.	Steps of Cycles	Average Students Score	The Passing KKM Score			
			Passed	Failed	Passed	Failed
1	Cycle I	70,00	10	15	40%	60%
2	Cycle II	74,08	15	10	60%	40%
3	Cycle III	80,00	20	5	80%	20%

Based on the result above, students' problems and difficulties in learning listening through the use of songs as teaching media have been resolved through this research activity. The using of songs was indicated well from the beginning of the first cycle till the third cycle so it was obvious that the use of songs was effective to improve the students' pronunciation and listening skill. The increase in students' listening skills was also explained in the result of an interview between the researcher and the English teacher. The English teacher explained that learning listening skills through the use of songs as teaching media was good and effective. Because students can enjoy the lesson and interpret the song. There is a very significant increase in students, they become enthusiastic and excited when learning listening skills.

In the result of an interview with students, they explained that learning listening through the use of song as teaching media was very exciting and fun because the students can study in groups and exchange ideas with other students. This media provides opportunities for students to practice and improve their listening skills in a fun way during learning activities in the classroom. From the results of the test, it can be seen from the average student's answers, almost all students agree that listening to English songs can practice their listening skills, especially in listening class. In his research (Brown, 2006) said that Practice reading lyrics, learning vocabulary, and listening to various songs can also help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them.

Additionally, some researchers doing research about using songs in the listening process. There are prior researches about the effect of using a song as the media of teaching listening. First, Dadang Solihat and Prita Lusiana Utami (2014) from the Department of English Education, University of Kuningan, Indonesia with the journal "Improving Students' Listening Skill by Using English Songs". They conducted it can be seen during the writers teaching at SMPN in Kuningan, the lack of capability of the students in listening skill. The aims of this research were to investigate the effectiveness of using English songs to improve students listening. The subject of the research is the 62 students in the eighth grade of SMPN 1 Lebakwangi, Kabupaten Lebakwangi. The author used a quasiexperimental method. The results showed that the students' progress in mastering listening skills during the activity can be seen from the pair. There are two groups as the investigated group in this research. In this research, the improvement of students' listening skill by using an English song can be seen from the result of the students' score in the test. English song can make the students become active in the class; they are interested. So, they can do the listening task well. In conclusion, the improvement of students' listening skill by using English song was different after they got the treatment, it was seen from students' score in the pre-test to the post-test that analyzed by paired test. The treatment of English is effective to improve students' listening skill in the eighth grade of junior high school. Secondly, Tri Listiyaningsih (2017) conducted in the journal "The Influence of Listening English Song to Improve Listening Skill in Listening Class" from IAIN Surakarta. Base on her journal showed that listening English song can improve the listening skill because the song can be media to improve

listening skill. When someone learns about the English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning the English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is a way to improve listening skill. Vocabularies can be obtained because people will usually to listen to the English word and it can add new vocabularies. Improve pronunciation can obtain because when listening to English song, the singer usually is a native speaker of English and they will pronounce English well. So that people can use the English song to improve their ability.

#### 4 CONCLUSION

After conducting the classroom action research, the researcher can conclude that The Use of Songs as teaching media can improve students' listening skills in class 11th of SMK Kalpataru Cakung Jakarta Timur. From the result of the researcher's observation, it is clear that students' listening skills had been increased through the use of songs as teaching media. The students can work together and enjoy the lesson well, they received important information from the song.

There are 25 students in class 11th at SMK Kalpataru Cakung Jakarta Timur. The result of the post-test in cycle I, there were 10 students or 40% of students in the class passed the KKM. The result of the post-test in cycle II, there were 15 students or 60% of students in the class passed the KKM. And the result post-test in cycle III, there were 20 students or 80% of students in the class passed the KKM. There is 5 student or 8,3% of student in the class who failed the KKM. Using songs as teaching media is very effective to improve students' listening skills, it can be seen in a significant increase in the number of students. The average score in cycle I was 70 from 25 students. Then, the average score in cycle II was 74,08 from 25 students. Finally, the average score in cycle 3 was 80 from 25 students. There was a significant student listening skill improvement in every cycle.

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