

The Use of English Songs to Improve Students Listening Skill at SMP Negeri 242 Jakarta

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Abstract: *This Classroom Action Research (CAR) study investigates the efficacy of utilizing song media as an instructional tool to enhance students' listening abilities in English language teaching. The research was conducted in a VIII-C class at SMPN 242 Jakarta, involving 36 students. Employing a quantitative approach, pre-test and post-test cycles were conducted using questionnaire tests, song listening tests with multiple-choice questions, and essays to evaluate changes in students' perspectives and listening skills. The study revealed that, initially, only 40% of students enjoyed English classes, but after the integration of song media, this percentage increased to 70%. The pre-test scores indicated that 60% of students achieved a "good-very good" rating, which improved in the post-test. The findings suggest a positive impact on students' listening skills and an increased enjoyment of English sessions through the incorporation of song media. This study contributes valuable insights into the dynamic and engaging potential of songs as instructional tools in language education, fostering a positive learning environment and improving overall language proficiency.*

INTRODUCTION

In the dynamic landscape of language education, the emphasis on honing listening skills has become a crucial focus, acknowledged by English teachers worldwide. Unlike the time-intensive nature of mastering speaking, writing, and reading, listening is often regarded as the swiftest skill to acquire in language learning. This belief is challenged, particularly in the context of second language acquisition, as articulated by (Ghasemboland and Nafissi, 2012), who argue that the misconception of a straightforward and rapid cognitive process is prevalent.

Students encounter various challenges in the English learning journey, with a significant hurdle being the scarcity of practical application. Despite investing substantial time in theoretical language study, students often shy away from practical usage. While mastering the English language is undeniably crucial for future success, it is imperative to recognize that listening, an ability that extends beyond mere hearing, plays a central role in effective communication.

This exploration stems from observations at SMP Negeri 242 Jakarta, where grade 7 students faced challenges in comprehending English through listening tests. The struggle to recognize words, particularly nouns, verbs, and adjectives, unveiled a need for innovative teaching methods. This study aims to delve into the application and benefits of audio media, specifically English songs, as a catalyst for enhancing listening skills in language learning.

Listening, a fundamental aspect of information gathering in daily life, is a skill that transcends mere hearing. Listening involves more than just hearing, it also involves understanding. Understanding what is being said by the speaker is how well a speech is received. Since listening is the primary means of communication, it becomes one of the abilities that junior school kids need to develop (Cindiyana, M. Eusabinus, B. Yanti S.R., 2009). This underscores the importance of cultivating effective listening skills, not only for language acquisition but also as a crucial social skill. According to (Cahyono & Widiati, 2009), before speaking and learning to read and write, a newborn baby would first listen to the voices and noises in his or her environment in order to assimilate linguistic input. According to (Wolvin 2009), people spend up to 55% of their day listening. The goals of listening, as outlined by Hunt and Logan, extend to learning from speech material, enjoying artistic performances, evaluating reading material, communicating ideas precisely, and distinguishing nuances.

The bottom-up approach to listening, depicted as a linear data processing form, emphasizes the importance of understanding phonemes, connecting sentences, and achieving a comprehensive understanding of the text. The significance of early exposure to listening skills, especially through mediums like songs, is highlighted by Thornbury, who asserts that listening precedes reading in language acquisition.

As a versatile medium, a song, defined as a musical composition with sung lyrics, offers a unique blend of melody and language. The inclusion of verses and refrains contributes to the song's structure, making it an engaging tool for language learning. This study aims to explore the utilization of songs in language education, considering their potential to captivate learners, foster creativity, and enhance listening proficiency.

In summary, the intersection of language learning, listening skills, and the innovative use of songs in education forms the focal point of this exploration. The subsequent sections will delve into existing literature, online resources, educational journals, and collaborative opportunities to compile a comprehensive set of study materials that leverage the efficacy of songs in enhancing students' listening abilities.

LITERATURE REVIEW

According to Cahyono & Widiati (2009), before speaking and learning to read and write, a newborn baby would first listen to the voices and noises in his or her environment in order to assimilate linguistic input. According to Wolvin (2009), people spend up to 55% of their day listening. Time spent on the work is only one factor in the importance of listening. Listening is a crucial social skill since studies show that it is more effective for people to learn new information by listening than through reading. Listening is naturally regarded as the key talent in the acquisition of the native (first) language out of four areas of skill (speaking, reading, and writing). As stated by Dornyei, "Motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity". In general, motivation is a complex psychological process, an internal drive that induces an individual to perform an activity.

According to Kasihani in *English for Young Learners*, acquiring listening skills is important for three reasons among others:

1. Listening to instructions or commands to do something.
2. Getting the information or answers required.
3. Hearing messages, news, and stories provided orally.

While Hunt and Logan in Saddhono and Slamet (1999) state that the goals of listening are to be able to learn from the speaker's speech material, to enjoy something of the speaker's speech material (performance), particularly in the arts, to evaluate reading material, to be able to enjoy and appreciate the listening material, to be able to communicate ideas, ideas, and feelings to others smoothly and precisely, and to be able to distinguish.

A song, according to Hornby (1990), is a musical composition with lyrics that is sung. Verse sequences, which are the song's longer verses that explain the story, and refrains, which are brief phrases repeated at the end of each verse, can both be included in the lyrics. One or two verses might make up a song's basic structure, or it can have a more intricate structure with several verses and refrains. The majority of songs have a meter or beat. According to Mobbs and Cuyul (2018) song is a great technique to engage students because it is universally adored by individuals of all ages and ethnic backgrounds. They contend that music helps learners discover human vocal expression and communication, from speaking to singing, and that it provides an opportunity to investigate culture and diversity through actual songs and other materials. According to Kunierk (2016) famous songs have an impact on students' life and are linked to their various interests and everyday activities. As a result, students of various ages and tastes can readily relate to the lyrics and music. Suyanto (2008) outlines numerous factors to take into account when selecting a song as a tool for learning English, including:

1. Choose songs with simple, easy-to-say lyrics. Select a song based on the student's age.
2. The selection of songs based on the personality and stage of linguistic development of the student.
3. Song lyrics shouldn't be too lengthy so that they are easy to remember
4. The tune must to be cheerful, lively, and catchy.
5. When using music for a specific goal, such as when a teacher wants to teach a certain language concept, they should choose a song that contains that concept.

METHOD

The purpose Jakarta the research is to determine how the usage Jakarta songs affects English students' perceptions Jakarta songs and their listening learning. As the study's object, 36 firts-graders from a junior high school in Jakarta's SMP Negeri 242 were chose. They are native Indonesians who are approximately 13 years old and, for the most part, only study English in school.

This investigation's study design is called Classroom Action Research (CAR) since the teacher who is the researcher also participates in the planning, carrying out, watching, and reflecting processes. Additionally, because this research involves classroom action research (CAR), as suggested by (Kemmis, S. and Taggart, R 1998), the researcher prefers to utilize topic, object, and emphasis instead of participants. Classroom Action Research is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In particular for classroom action research, Kurt Lewin's design becomes a fundamental reference from the other models. It consists of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting (Wiriaatmadja, Rochiati, 2006). The data collection utilizes various methods, including surveys and classroom observations conducted through Google Forms and Pretests. The study

occurred on regular school days over a two-day period. The advantage of employing case studies lies in the ability to closely monitor classes and gather student data. A questionnaire is used to understand students' perceptions of learning English through songs, and a pretest assesses the outcomes of using songs in English language learning. YouTube's search tool is employed to find suitable songs. The researcher, positioned as a teacher incorporating song lyrics in teaching, employs participatory observation. The survey aims to gather insights into students' feelings about the efficacy of using English songs for language learning.

1. Planning

In planning this research, the researcher is going to prepared the lesson (RPP), media, and research instrument. 5 songs selected by various students in 1 cycles were used by the researchers in this study. The teacher is given a lesson plan that outlines the teaching and learning activities.

2. Test

Tests are tools used to gauge students' development at every stage of their research. Brown asserts that measurement techniques Both qualitative and quantitative data were gathered for this study. At the start of the test, students will take a pre-test listen to the song and fill in the blanks in the lyrics, to gather the data. Listening to the music used as a student ability test will assist the researcher in assessing the student's development. Afterward, a Post test in the form of the same test as the pretest questions will be given at the end of the study to see whether students' use of songs as a tool for learning English has increased significantly or not; otherwise, additional therapy will be required before the study is deemed successful.

$$\text{Pre-test score} = \frac{\text{Student Score}}{\text{Total Score}} \times 100 \text{ Total Score}$$

Poor	= 30-50
Fair	= 55-65
Average	= 70-75
Good	= 80-85
Excellent	= 90-100

3. Observation

Data is gathered through observation by keeping an eye on activities that take place during the study process.

4. Documentation

An summary of the activities that students engaged in during the learning process in class is obtained through documentation.

RESULT AND DISCUSSION

Additionally, once we have these results, we can determine the proportion of students who took the pre-test, and the outcome is as follows.

Table 1. The Result Presentation of Pre-Test

Interval	Student
50	2
55	0
60	4
65	5
70	11

75	4
80	6
85	1
90	1
≥ 75	30%

The pretest results reveal a range of performance levels among students: 2 in the lowest category, 9 in the bad category, and 11 in the average category below the passing score of 75. On a positive note, 11 students scored in the good category, meeting the passing requirement, and one student excelled with a very good score. The overall percentage distribution shows that 30% of students reached or exceeded the passing score, while 70% did not. The analysis suggests challenges in answering questions without immediate content access. The subsequent teaching approach, to be implemented in cycle II, will involve learning strategies and an explanation related to "Use of English songs in students' listening.

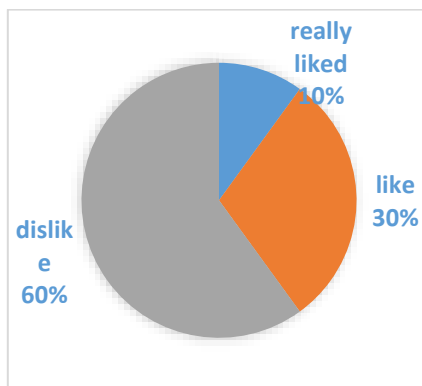
Additionally, once we have these results, we can determine the proportion of students who took the pre-test, and the outcome is as follows.

Table 2. The Result Presentation of Post-Test

Interval	Student
50	0
55	0
60	0
65	1
70	3
75	8
80	13
85	5
90	5
≥ 75	89%

In the analysis of the pretest results, one student scored in the bad category, three in the average category below the passing score of 75, eight in the good category meeting the passing requirement, and an impressive 23 students scored in the very good category, with scores ranging from 80-90. The percentage breakdown indicates a substantial success rate, with 89% of students achieving scores of 75 or higher, while only 11% did not meet the passing threshold. The results suggest a notable improvement compared to the initial assessment.

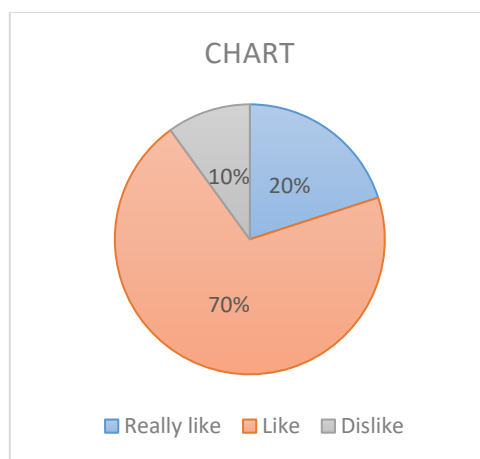
The following results of observations in cycle I were obtained by researchers at the time of the questionnaire in tabular form. Information collected by the researcher from Student Observation with 20 questions to students, these questions asked students' opinions about learning English, and the answers from 36 students in one class, and also conducted a test in which students were asked to fill out, which is shown as a percentage.



Graphics 1. Observation of Student Motivation Percentage

Graphics 1 According to this proportion, English classes are disliked by 60% of students, liked by 20% of students, and truly enjoyed by 10% of students. Because English vocabulary is difficult for students to hear and the courses are uninteresting as a result of where children learn foreign languages in their environment, more students dislike English lessons.

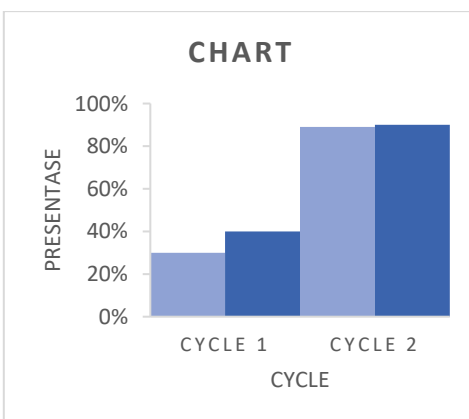
In order to determine whether there had been an improvement between the pre-test and post-test, the researcher included a post-test question in this evaluation. The results of the questionnaire student observations were also collected by researchers in cycle II. in the form of presentations and tables. This question asks students' opinions about learning English using the google form in multiple choice form with the answers "like", "very like", "dislike", and the answers from 36 students in one class are used to calculate the results, which are displayed as a percentage.



Graphics 2. Observation of Student Questionnaire (Cycle 2)

Graphics 2 Following are the outcomes of the students' post-test scores: It is liked by 70% of students, extremely liked by 20% of students, and disliked by 10% of students. It might be stated that more students than the first question (pre-test) like English.

After using listening materials to learn English, 70% of students report being content. However, 10% of students receive poor grades as a result of their carelessness when answering the questions. the questions were presented both pre-test (cycle 1) and post-test (cycle 2), and the findings are as follows.



Graphics 3. Comparison Cycle 1 and Cycle 2

Graphics 3 above it can be seen that between the pre-test and post-test the percentage increased significantly. at the time of filling out the questionnaire where those who liked English lessons were low, namely 30%, and also after the first test, the percentage was low, namely 40%. Likewise with the second post test after the second test was carried out with the same questions filling in the empty song lyrics with multiple choice with a fairly high percentage of 89%. and after the second questionnaire with 20 questions given to students the percentage increased to 90%.

CONCLUSION

The researcher draws the conclusion from this study that students' English listening skills can be improved by using music media. This can be seen from the findings of the cycle I study where only 40% liked English lessons but after learning English using song media the results of the second cycle showed an increase of 30%, namely 70% which showed that students in class VII-C, or mostly, able to use music media to learn English. Positive results were obtained from the second question and the questionnaire that the researchers gave to students. Responses to observations from questions made through the Google form and giving questions of their opinion on learning English, which is used to collect information.

According to test and survey data, students are now more appreciative of English subjects through songs. Because students could not understand the purpose of the song in the English test, only 30% of students scored above ≥ 75 through the test given by the researcher and also 40% of students in cycle I enjoyed English lessons through the test given by the researcher in the form of filling in the gaps empty song lyrics with multiple choice with 2 songs being the test. As a result of using song media to learn English and finding songs easier to understand, students in cycle II had 89% of students who scored above ≥ 75 and 70% thought they enjoyed English lessons through tests given by researchers. in the form of filling in the gaps in the empty song lyrics with multiple choice with 3 different song titles from the previous test. Therefore, the evaluation of these two cycles is getting better. According to estimates the difference between cycles I and II is 59%. There was a very significant transition from cycle I to cycle II. songs are one of the media that can be used as teaching aids, according to research the researchers revealed that listening exercises with song media are beneficial in learning. to increase students' interest in learning, especially in writing. This finding is consistent with how the study framing the problem is presented.

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