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The Use of Song to Improve Students' Listening Skill of Ninth Grade at SMPN 1 Jember

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Abstract

This study investigated the development of students' listening abilities through songs and lyrics and explored the students' responses toward the use of songs and lyrics in the classroom as a learning media. It was aimed at looking for the best strategy used in the listening class to help students easily mastering English language. This study was conducted through classroom action research and employed pre-test, post-test, observation, questionnaire, and interview to collect the data. The data in this study were analysed by using quantitative and qualitative descriptive. This classroom action research was conducted in two cycles. The quantitatively obtained data in the first cycle showed that mean is about 80 which mean that there was an improvement but was not significant from the pre-cycle because the grammar focus was uncovered. Meanwhile, the data in the second cycle showed that the mean is about 87; it showed the significant increase and successful process of learning throughout songs and lyrics. Furthermore, the qualitative data demonstrated 84% which means that the use of songs and lyrics in the classroom was attractive and joyful to be applied in the classroom as a learning media.

Introduction

There are four components to learning a foreign language: listening, speaking, reading, and writing. According to Hsu et al. (2013), listening is an essential social interaction skill among these aspects. It has been discovered that listening could increases people's ability to efficiently process new information. The listening role in communication starts from recognizing that this is the first essential skill to acquire (Wolvin, 2009). Therefore, a good listening is immensely beneficial and even necessary in some circumstances. Listening skill is also the important material that every student should master in learning English. Likewise, some micro-skills adapted from Richard (2008) are provided for students, which can be mutual listening

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comprehension skills. Those are: to distinguish between the distinctive English sounds, comprehend the three main word classes (Adjective, Adverb, and Verb), and be aware that a single meaning can be represented using a variety of grammatical forms. Brown & Lee (2015) stated that through checking the micro-skills, the teacher could conceptualize the goals, focuses, specific technique plans, and the teaching materials during the class activity. In evaluation, micro listening skills can be a test criterion.

In addition, listening is not constantly receiving the same attention as other skills: reading, speaking, and writing. The listening subject looks to be the most difficult skill for some students to practice (Newton & Nguyen, 2018). This affects many learners which English is taught as a foreign language. Due to the preliminary study, it can be assumed that students face difficulties because of some factors. First, the lack of background knowledge challenges students to analyze the listening context. Second, students possess limited vocabulary that hampers them to understanding the listening task's meaning.

Next, inappropriate listening content given by the teacher and the lack of media provided by the school makes the student mostly learn by reading, not listening. Otherwise, the monotonous activity in the classroom also can bore the students. Therefore, Language instructors must assist their students in developing excellent listening skills. Creating lessons, presenting the material, and generating practical listening exercises in this situation all require consideration of learning styles. Thus, to help students overcome their challenges and enhance their listening abilities, specific listening techniques are required.

In this age of digitization ICT has an unquestionable impact on language teaching. Instructors can readily get the instructional materials from a variety of sources. (Yoestara & Putri, 2018). Nowadays, many teaching tools that can be used in language instruction have also been developed. There are several ways can increase students' listening ability, such as regularly attempting listening exercises, learning how to pronounce words, attempting to listen, and playing an English song (Aneth, 2013).

The ability to listen can be enhanced by listening to English music as one of the most popular strategies. A person's ears will unconsciously become accustomed to hearing English songs when they listen to them. Someone who is used to a listening song will find it simpler to understand the narrator's intention while they are speaking in front of a class (Hapsari & Ratri, 2014). There are several media to help learners enhance their listening skill during learning the English language such as listening to songs, videos and watching movies (Fata & Ismail, 2017). The ease of obtaining the music, its capacity to educate our ears to listen, and its promotion of our speaking ability make it a good medium for improving listening (Mart & Erbil, 2020).

Therefore, this current study aims to search scientifically the use of songs toward teaching students' listening skills, especially in the eleventh grade students. In addition, the researchers expect this current research could contribute to the comprehension process of English learners. It is also hoped to give changes and offer new terms to listening, teaching, and learning with the same or similar goals in the future. However, the previous studies have already outlined several advantages of songs in listening skill (Aneth, 2013; Hapsari & Ratri, 2014; Fata & Ismail, 2017).

The obtained data mainly concern on the effectiveness of songs as the learning media and commonly done by using experimental study. Based on that reason, this study will mainly focus on the perspective and the activity in the classroom to fill the gap of the research. The study will be supported by quantitative and qualitative data to get more valid data. In addition, the

study will also investigate students' understanding about the several parts of speech as the basic forms of sentence construction.

Literature Review

Listening is the process of paying attention to sounds and trying to make sense of them. Underwood (1989) simply characterises listening as a practise centred on deciphering the significance of what is heard. Students who are studying English must be able to recognise accents, pronounce vocabulary words correctly, and comprehend the meaning of words in order to develop their listening abilities (Nation & Newton, 2009). Listening is therefore not an easy skill because it involves focus, concentration, and the capacity to elaborate information in order to gain food. In other words, listening is an active mental process.

Indeed, we will become better speakers if we can listen well. By practising attentive listening, we can improve our ability to focus on the subject at hand and comprehend it. , Listeners, thus, must be aware of effective listening techniques because an inadequate communication process might result in a message being communicated that is unclear. According to As Roost (1994), as listening gives students input, it is essential in language classes.

Learning cannot start until the appropriate degree of knowledge is understood. Since the early 1980s, two listening perspectives have predominated language pedagogy. It comprises five phases of listening such as hearing, understanding, remembering, evaluating, and responding (Brown & Lee, 2015). Yet, since not everyone focuses on hearing to become a good listener in the stages that are known to be crucial for listening, there needs to be a committee, energy, and concentration for listening to occur.

Meanwhile, as stated above that one of strategies to increase the listening skill is the use of the song. When a teacher decides to employ a song to help children develop their listening abilities, the instructor must be familiar with the song's fundamental components. A melody is a rhythmically and sequentially listened-to group of three or more musical notes. Music with melody has a pleasant tone and is controlled. A melody's duration, intensity, and quality are its fundamental components. B) Rhythms are vertical changes and accents of well-known sounds. Thus, rhythm is both the time of music and the stillness of music. C) The words in a song's lyrics are its lyrics. The song's lyrics are a complementary portion of the music that contributes to the song's overall meaning, character, and mission (Aneth, 2013).

The selection of the songs and the lyrics must be done carefully. Pop music is preferred over other genres of music by the majority of pupils. This is also closely connected to how pupils behave and feel (Adams, 2006). One of them is that pop music frequently serves as the soundtrack to motion pictures, and it frequently captures the turbulent romantic impulses of young people (Adams, 2006).

One of them is that pop music frequently serves as the soundtrack to motion pictures, and it frequently expresses the explosive emotions of young people through the lens of love. Pop music can be used to convey young children's emotions because it is enthusiastic and upbeat. This is the fundamental rationale for researchers employing popular music to hone their listening abilities. Researchers conducted a three-stage test with popular music, with the first stage being at the level of easy tests, moderate tests, and complicated exams. In his most recent essay, Sevik (2012) covers pre-teaching, temporary teaching, post-teaching, and follow-up activities.

As Sevik appreciates, in order to pique the children's interest, the instructor must decide which pictures correspond to the words in the song and then ask them to guess what it will say. Finally,

utilising visual reading with motion, the teacher reads and explains the song's title. The teacher then instructs the class to put out the English words that correspond to the song's title and write them on the board. Last but not least, the teacher explains new terms using motions and images from the student book. By being praised and exposed to music, according to Adams (2006), children are motivated to comprehend these linguistic components more fully.

The activities while listening will be supported by understanding the song. Yet in order for pupils to play the tune and sync the movements, it must be played repeatedly. Typically, communicative activities begin the process' final stag. Songs as a Source of Motivation the concept of motivation is difficult to understand because "different people are motivated by different things" (House, 1997). Children require individual or collective motivation, much like with House inspections. The teacher encourages and sustains a student's interest in English with the help of the child's family.

According to Murphey (1990), many English teachers have learned that songs are effective in language training. This is also in line with As Rost's (1990) theory that teachers might help kids overcome their hearing challenges and advance their listening abilities by using songs. Students will be particularly driven to learn listening and actively participate in discussion because this is novel and intriguing to them (Hasan & Hoon, 2012). Actually, using song as a teaching and learning tool helps teachers develop listening skills and gives students engaging approaches to meet learning objectives (Aneth, 2013).

Method

To support this research the classroom action research (CAR) was implemented with the qualitative paradigm. Action research, as described by Burns (2010), is selecting a situation in one's classroom and critically examining it in conjunction with other stakeholders using a self-reflective, critical, and systematic approach to researching your teaching context. The purpose of action research, according to the statement, is to proactively intervene in problematic situations in order to effect adjustments and even better improvements in practise.

Information is the foundation for action research development. Hence, rather than being based on our opinions or presumptions about how things are, the modifications made in the teaching scenario are based on verifiable knowledge. The purpose of the study is to determine whether listening to English songs have a positive impact on listening abilities and how English songs can do this. To obtain a comprehensive outcome, the researcher sought assistance from an English teacher. The instructor offered advice to researchers as they planned, performed, observed, and reflected.

Planning

This is the initial phase where the what, who, where, and how of the teaching and learning process will all be carried out. The following steps can be outlined as part of the preparation stage: decide on the research timetable, create learning activities (lesson plans), gather teaching resources, and create observation sheets and student worksheets (tests).

Acting

In this case, the researcher collaborates with the English teacher. So, in the classroomthe instructor will carry out the subsequent actions: Students are given a hint about the material that will be delivered, they are required to guess the contents of the study that will be listened to (pre-listening task), they are allowed to listen to listening material through audio media three times, and each student is given a worksheet about the material they will hear (while-listening task), and the students are prepared themselves to brainstorm on perceptions and interpretations

of what they have listened to through the (Post listening task), A summary based on the outcomes of interpretation and brainstorming was required of each student separately during the concluding phases of the lesson.

Observing

At this stage, the researcher observes the students' condition and focus while engaging in listening activities with the media.

Reflecting

The researcher compiles student work into worksheets and summaries at throughout the last phase. After that, we examined the observation checklist to wrap up cycle 1's activities. The researcher will next go over how to enhance planning based on an analysis of student achievement in cycle one and the observation checklist as well as how to generate activities for cycle two when the success indicators have not been met.

Research Site and Participant

The research site of this study is a secondary education in Jember, East Java Indonesia. In this school English is preferably taught as a compulsory subject as required by national educational system. Since the students have not been interested enough in this subject, the researcher as the teacher have attempted to use song during teaching and learning process. It is done actually to foster their interest to study this subject and at the same time they have a good listening skill.

The participants of the current study were students at IX grade of SMPN 1 Jember consisting of 33 students, and there were recruited through purposive sampling. The process of gaining the data involved two meeting following the cycles of the study. Each meeting lasted in two hours.

Data Collection and Analysis

In this research, the authors used various instruments such as interview, observation, and questionnaire to help the researcher in data collection of the qualitative data, and for the quantitative data the researcher involved pre-test and post-test. The following is the explanation of the qualitative data used in the classroom. First of all, this study employed two different types of interviews.

Both the English teacher and the pupils were interviewed in the initial interview. In order to understand more about the difficulties encountered in English teaching and learning from the teacher's point of view, interviews with English teachers were conducted at the start, middle, and the end of the research. Also, interviews with students were conducted in order to understand more about how they perceived the teaching and learning process, the challenges they encountered, and how they dealt with the problems. After being taped, the interviews were turned into transcripts.

The second instrument is observation, in conducting the observations; the authors used the observation checklist as guidance to observe the teaching and learning process to find the data of the students' problems. The observation checklist was also used to observe the researcher during the actions. The researcher and the English teacher served as the observers. The data for the research were compiled via the observation checklist. Also, the pupils' progress towards the treatment may be viewed by using an observation checklist. It was also helpful to assess whether the classroom's teaching and learning process was proceeding as intended.

The third is questionnaire; the questionnaire was given to participants to accommodate the data collection. It was distributed to know their difficulties in language learning and then after that

the authors try gather other necessary data in support of this paper's claims and arguments. Survey questionnaires for the students were conducted through the use of Google Form. The result of questionnaire was used to support the results of the observations and interviews. The triangulated data is expected to get the valid data as necessary by the researcher.

In data analysis technique, the researcher used descriptive qualitative. They employed three phases used to analyse the data, in which the data obtained from the observation, documentation and interview (Miles et al., 2014). It involved data condensation, data display, drawing and verifying conclusion. After the researcher collectedthe data, they did the condensation of the data and then display it. In the process of data condensation, the researcher compressed meaningless and useless data so we selected the important part of the finding. The next, the selected data was displayed; in this part we presented the data logically and systematically. Since it was done, the researcher drew the conclusion of the displayed data and verified them. Meanwhile, quantitative collected data was analysed using the latest version of Statistical Package for the Social Sciences (SPSS) to guarantee its correctness. Both data will be supported by class observance and semi-structured interview.

Results and Discussion

Based on data analysis, there is the number of findings from this classroom action research, and it can be explained below:
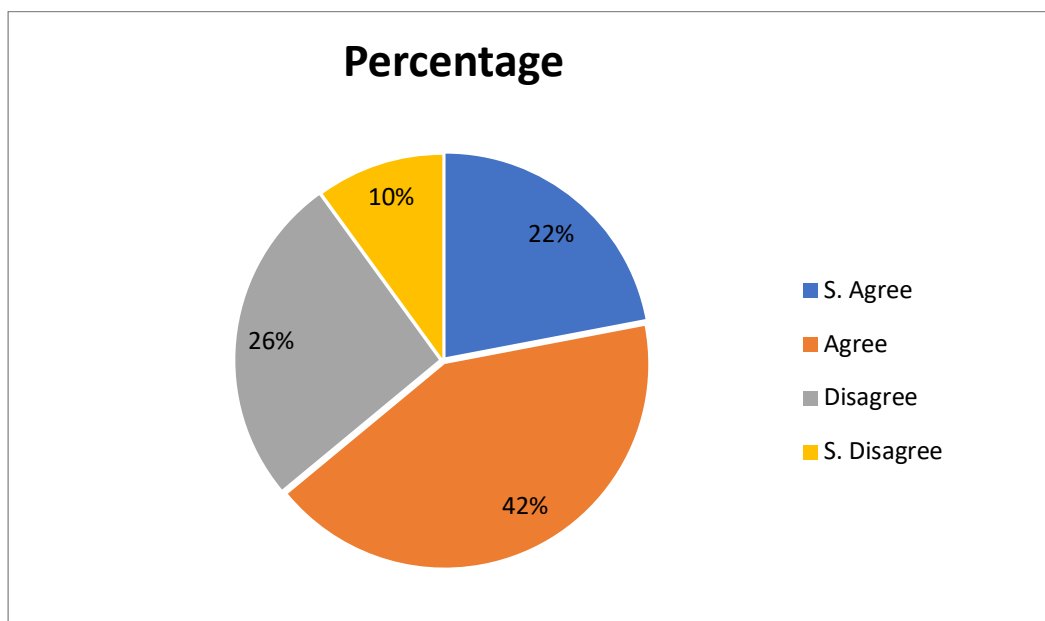
Students' attitude toward song

Figure 1. Students' responses toward the use of song and lyric

Based on the diagram above, it can be viewed that the learners have a good perspective on teaching listening skill through songs and lyrics as learning media in the class. The diagram stands there as a total result obtained from the questionnaires and it has proved that the media applied in the classroom attractive and applicative to foster students improving listening skill ability (Mart & Erbil, 2020). The diagram shows that 42% of students agreed and 22% of students strongly agreed about the employment of songs and lyrics as teaching media to improve listening skills. From this result it could be known that students have a good and positive response on the use of songs and lyrics in the classroom to foster them enhancing the listening skill ability.

On the other hand, 26% of students disagreed and 10% of students strongly disagreed about the employment of songs and lyrics as learning media. So, from this result it was recognized that some of students were not interested in the use of songs and lyrics and they also have negative views on the use of songs and lyrics as a learning media to improve listening skill ability. However, the number of percentages, in this case, was dominated by the positive responses between the two sides. The students who agreed and strongly agreed have a higher trend than those who disagreed and disagreed about the use of songs and lyrics as the learning media to foster them improving the listening skill ability.

In addition, the data from the interview which was obtained also demonstrated that they have a good attitude toward the implementation of song in listening skill. The data of interview was obtained from 3 students with lower level of English ability and two students with higher level of English ability. The data showed that the implementation of song in English subject could scaffold them, not only for listening skill but also for speaking skill. Through this activity they could recognize and know how to pronounce certain word correctly, they also could imitate the way how to articulate that word with native-like, and they could apply the linking sound when they articulate some sentences (Nation & Newton, 2009). Furthermore, they stated that song can create more attractive and supportive environment in the classroom. They felt joyful and passionate to learn English because such media could switch the situation and condition from boring activity to interesting activity, from difficult and tough situation to fluid and fun situation (Sevik, 2012). Therefore, it can be inferred that this media is highly recommended to be implemented as teaching media in the classroom (Hasan & Hoon, 2012). In addition, the diagram shows that the students, in this case, were well-behaved and highly motivated by the employment of songs and lyrics as teaching media, and they were also actively engaged during the discussion in the classroom.

Pre-cycle activity

Table 1. Results of the pre-cycle

Mean	Highest Score	Lowest Score
45	67,5	32,5

For this activity, before using a song to teach English, the researcher gained the results from the English students. The average pre-cycle student score is 45, according to the students' scores. 32,5 is the lowest and 67,5 is the best score. As a result, the researcher has to use songs to teach the pupils English because the current learning approach is ineffective. When the students receive an average grade of 80, the research is considered effective. Planning, observing, performing, and reflecting are the first steps in the researcher's phase-in of classroom action research. Pre-cycle studies also demonstrated the obstacles that students encounter when learning English, including their inability to focus, boredom, and lack of interest due to their insufficient listening practise (Newton & Nguyen, 2018). These issues seem to be the main reason why pupils struggle to fully master English.

First Cycle

Table 2. Results of the First-Cycle

Mean	Highest Score	Lowest Score
80	95	55

Cycle I is the first cycle of this research; the results of cycle 1 suggest that pupils' listening abilities are improving. The mean score of the pupils rises while the lowest and best scores range from 55 to 95. There is a slight increase in the first cycle, but it is not very large. Besides

focusing on students' listening skills, the research also focuses on the student's grammar understanding, especially in a part of speech while in listening activities (Adjective, Adverb, and Verb). It needs to do more processes of using the song to teach English. The student is being introduced to the song for the first time during this cycle; they must first adapt and understand how learning works. In the first cycle, kids begin to pay more attention and are more motivated. They also seem to enjoy the song-based learning process. This explains why they are interacting more during the lecture (Richard, 2008). In contrast to the pre-cycle phase, when pupils felt more, they lacked focus and motivation. Another finding of the first cycle is that the students are still confused in differentiating the part of speech from the song they have heard. So, the researcher needs to continue to the next cycle.

Second Cycle

Table 3. Results of the second-cycle

Mean	Highest Score	Lowest Score
87	95	75

The second cycle of this research, which is the final cycle, saw a considerable improvement in student scores. The pupils received an average grade of 87, with 75 being the lowest and 95 being the highest. The outcome of the second cycle demonstrated the student's successful use of song-based learning. The lessons are fun for the children, and they love to sing along with the teacher. There are no longer any bored kids, and their drive and focus have both improved. It may be inferred from the second cycle that this research doesn't require a third one because the target student's average score is 80.

The student investigated their knowledge of grammar as a result of the second cycle's discovery as well. It is possible to conclude from all of the Cycles, beginning with the pre, first, and second cycles, that the incorporation of music in the teaching process increases student proficiency from the pre-cycle to Cycle II. From 45 to 80 of the first and pre-cycle, 34% is the pre-cycle. As compared to the first and second cycles, Cycle I's growth from Cycle II is 7%. From pre-cycle to the final cycle of the research procedure, students' English proficiency increased by 41% overall. The improvement of students' English proficiency through song is evidence that the research is successful in raising students' proficiency levels (Aneth, 2013). It suggests that a standard score has been obtained for the average (KKM). Each student achieves a higher grade than the benchmark. The researchers deduced from the preceding justification that using song media in the classroom might help students learn to listen better and comprehend grammar. Songs about applications can boost students' engagement in the teaching and learning process. That is evident from the observation list results given in the table below:

Table 4. The students' activities

Activities	First Cycle	Second Cycle
Percentage	58%	84%

Observations show that 58% of activities are from the initial cycle. It follows that first-cycle activity is typical. By employing songs to sharpen their listening skills and help them distinguish between the parts of speech, particularly in a verb, adverb, and adjective, they will be able to better understand and respond to the media without remaining silent or confused. Yet, 84% of the students are engaged when the researcher used kid-friendly music to teach listening in the following cycle. This demonstrates that after learning through songs, there is an improvement in student activity in the cycle. Because they study English utilising songs in the learning process, the observations suggest that the students' activities in the teaching and learning process develop in each cycle. In cycle II, students' engagement is higher than it was

in cycle I, particularly when they are asked to listen to and play a song together. The pupils are more engaged than before and relish using song media to enhance their study (Hasan & Hoon, 2012).

Conclusion

Based on the result of the obtained data, in this case, the songs and lyrics can be the most appropriate strategy to be applied in the classroom as a learning media to foster students' listening skill ability. This happens because the students' responses are positive and there was an improvement of students' listening skill ability. Throughout songs and lyrics, the students have had high motivation when they study this subject, and have been well-behaved when the work on this type of material in the classroom. In addition, Ages and social context of the learners strongly determines the selection of the music so learners could enjoy the process of teaching and learning. Furthermore, it was also found that the employment of songs and lyrics in the classroom could make students more engaged and highly motivated to participate in the process of teaching and learning. They can stay focused and pay more attention during the process of teaching and learning. Songs are the product of spoken language consisting shared values, culture, commitment, love and history. The students can easily understand the implied meaning of the songs because they consider that song is more interesting for them and give them more freshness and pleasure. From the song, they can also study some parts of speech as the basic form of language construction, they can recognize and know the correct pronunciation of the words, and become familiar with the uncommon words used in the song; it always appears and come with the new vocabularies and expression. So, students can have much good input on their mind which will lead them to master English language faster.

Limitation and Suggestion

This study actually has a number of drawbacks, including the research design. It only consists of one teacher and 5 students to be used as the qualitative data which was obtained from the interview. The small number of interviewers may make it difficult for researchers to extrapolate their findings beyond the specific individuals. However, the aim of the qualitatively gathered findings in this study is to investigate perceptions of students and teachers on the method as a learning media in the classroom to enhance students' listening skills. Another drawback relates to the viewpoint of the pupils as determined by the survey. The majority of students answer questions with a wide range of options, but they rarely base their responses on actual circumstances. They are still learning, which causes this. The opinions of young students are typically underexamined since some of them find it hard and confusing to express their thoughts in writing because of a language barrier or a lack of understanding even though they are eager to complete the questionnaire.

For the following researchers who want to look into the same area, he could explore at the tertiary level of education, include additional participants, or even broaden the study's scope to collect qualitative data. The researcher can generalise the findings when the presented data, whether qualitative or quantitative, were gathered by a sufficient number of participants. The study should also be longitudinal, or could explore how the existence of means in the school could raise the development of English language proficiency, especially for listening skill which is scarcely touched by both teachers and students.

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