

## **Students' Response on the Use of Song in Teaching Listening to the first semester students of Senior High School in Cililin**

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### **Abstract**

Listening was the main field of this research. It is due to the importance of this skill to be a basic ability of the students when learning English. Based on the phenomena that students have difficulties in learning English especially listening skill, students could not hear clearly because they do not have good skill in listening. Moreover, we often found they felt bored in learning English especially listening. So, they need some ways to help them in learning listening. The problem in listening can be solved by implementing some techniques. One of them is by using song. The main objective of this study is to know students' response on the use of song in teaching listening. This used a qualitative research which involved one class of students as a subject. The instruments were observation sheet and interview. Data analysis shows that the result of the observation and interview done before presented a positiveness of the students' improvement. They enjoyed learning listening using song and they felt so happy to join the learning process. As a conclusion from the result, teacher needs to consider using song on deliver the material of listening in classroom.

**Keywords : Students' Response, Songs, Listening ability.**

### **INTRODUCTION**

As we know, language has a very important role in communication for people. By using language we could make statement, explain something, convey fact and knowledge and keep social relation between the language users. Language also gives an important contribution to the human culture to communication on the society. By mastering a language, human try to begin a communication in society because through the language human can deliver their through orally.

English is the international language which usual used for studied all over the world. In learning English there are four skills, namely listening, speaking, reading, and writing which are very important for English learner. Those skills should be mastered by the learners of English. The students of course have some difficulties in learning English especially for writing, because English is not their mother tongue.

Listening is the first skill that has to be mastered by learners of English. Listening is one of the skills that should be learned in the English class. It is an active skill and it most frequently used by the students (Lilis Suryani and Ningtyas Orilina Argawati, 2017.). In listening class, the students have learned English since elementary school but not often we find the students who cannot listen English be better, it is not only in English in their mother tongue also they must get some difficult or get struggle when they listen.

Listening is the activity of paying attention to and trying to get meaning from something that we hear (Underwood:1) in (Degree & Mariani, 2015). That why sometime some students' are lazy to learn in english. Saricoban (2004) cited in Milasari (2008) in (Listiyarningsih, 2017) stated that in listening to English as a foreign language the most important feature can be defined as: (1) Coping with the sound (2) Understanding intonation and stress (3) Coping with redundancy and noise (4) Predicting (5) Understanding colloquial vocabulary (6) Fatigue (7) Understanding different accents (8) Using visual and environmental clues.

A learner will be motivated in learning listening through techniques that feel like listening through english music. By listening to the English song, someone will improve the ability in listening skill (Interviewed Salma, 29 December 2016) cited in (Listiyarningsih, 2017). Listening is the natural precursor to speaking ; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.(Nation & Newton, 2009). Through the use of songs in teaching English especially listening is good alternative of teaching media.

Rivers (1981) in (Anwar, 2013)stated that listening is a creative skill, not a passive skill, neither a receptive skill as has been traditionally believed. Its mean that something who someone do with creative skill, not a passive, or both of them receptive as traditionally believed we called listening. According to Rivers (1981) in (Anwar, 2013) significance on listener's side depends on three factors. First is linguistic information. The listeners perceive from sounds, words, and their arrangements in utterances. The listeners perceive from the relationship between what they have heard and what has been said and also their expectations of what will follow. Third is intention of the speaker. The comprehended message is dependent on what the listener perceives to be the intentions of the speaker. Based on that explanation above tels from three factors of significance on listener's such as linguistic information it mean that listener feels something from sounds, words, and their arrangement in utterances. This factors also explain about relationship between what their heard and message who their understand.

In term of understanding a language there are some ways to get it like from writing and listening or speaking with listening, someone who speak with someone others whithout they heard what interlocutor says surly it would not be possible for them to get information or understand each others' message from each other. So thats why listening is important in understanding language such as explain in Rixon (1986) in (Anwar, 2013) stated point out two main reasons why listening is important in comprehending a language.

First, listening improves one's understanding of the spoken words. Second, listening provides one with the model of the spoken language to imitate in oral production. So when someone has good listening skills it will make it easier for them to communicate with others and understand every word spoken. Usually someone will often listen to things they like listening to songs and songs can also be a means of communication someone to reveal what they feel. Murphey (1992:7) in (Kuśnierek & Derenowski Kalisz, 2016) stated that names songs as 'adolescen motherese'. According to him, 'motherese' means the highly affective and musical language that adults use to communicate with infants.

Eken (1996:46) in (Kuśnierek & Derenowski Kalisz, 2016) stated that enumerates eight reason for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Song also give a chance to develop automaticity which is the main cognitive reason for using song in the classroom Schoepp (2001) in (Kuśnierek & Derenowski Kalisz, 2016). Stanislawczyk and

Yavener (1976: 60) in (Kuśnierek & Derenowski Kalisz, 2016) says that are opinion that a song is an advantages tool and a teacher should take advantages of it during linguistic practice.

Now we can see the advantages and disadvantages of using song according 2 experd (according to Brewster (2002: 162) and Murphey (1992: 103) in (Nurvia, 2016) on tabel 1 below.

No	Advantages	Disadvantages
1.	Song could become a media introduction of new languages	Their differences of characteristics young learner, because not all children can receive which will delivered by their teacher.
2.	Songs can improve students' pronunciation	It can disturb adjacent lessons.
3.	Song could be give good contribution in increasing students motivation in speaking	You can lose control of the class
4.	Song can strengthen memory of students	The vocabulary of the songs is too poor.

When teacher taught student using song do not forget with the content or meaning in song, because from that song, student can gvet some vocabulaties, phhrase until sentence pattern which may their remember or they can application in their life in every day. Imagine if you are as a teacher give some song which include wrong or not appropriate for student. It will make some trouble in future. its explain from Suyanto (2007:113) in (Nurvia, 2016) that, song has created two goals, (1) song has created just enjoyed and (2) the song has created learning goals, example: to teach vocabularies, pronunciation, phrase, sentences pattern. So, the teachers need to select and determinant songs that suit your needs and learning objectives to be achieved.

Hornby (1990) in (Alberto & Arévalo, 2010)stated that a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons (Futonge, 2005). According to Oxford advanced learners' Dictionary (2000) in (Degree & Mariani, 2015), song is defined as a pattern of sounds made by musical instruments with word that you can sing and intended to give pleasure to people listening to it. From the above understanding it can be concluded that the song is a word that we sing with the accompaniment of a musical instrument to become a rhythm and make us feel happy when we listen to it.

As the stated by (Shen, 2009) a song is an implecable tool for language teaching as it richy contains culture and themes , ideomatic and poetric expression , therapeutic function and so on. As (Shen, 2009) also say, language and music are interwoven in to communicate cultural reality in very unique way.from the above understanding can be concluded that music is a means to communicate culture with a song as a tool in teaching culture, themes, expressions that can not be transferred.

As defined by Oxford (1993:206) in (Alberto & Arévalo, 2010) Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension

of meaning words, phrases, clauses, sentences, and connected discourse.

According to Wolvin (2012) in (Hadian, 2015) listening has been identified as one of the most used and one of the most important communication skills in personal, academic, and professional settings alike. Its mean that listening is a skill that must be possessed by someone in communicating with other people in the form of voice by paying attention to word, prase, sentence, to facilitate communicate.

Rivers (1981) in (Anwar, 2013) says that listening is not a passive skill, nor even, as traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create a significance. According to Morley (1991) in (M.R, 2016), listening is the most common communivative activity in daily life, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write.

Underwood (1990) in (Alberto & Arévalo, 2010) mentions some kinds of difficulties in listening that are directly related to the students themselves. One of the problems is based on the fact that students have established learning habits in the sense that they have been encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly.

According to Ur (2000) in (Degree & Mariani, 2015) discovered several problems faced by EFL learners in listening as explained in the following:

1. Having Trouble With Sounds

Most listener rely on context of comprehension, they often unaware of sound perception and utterance. To overcome this problem, the learners may practice the pronunciation of the sounds they are hearing.

2. Having Understand Every Word

This problem often faced by the teacher and learners. Sometimes, teachers give the students perception that every word spoken by the speaker is important to give the meaning of the context. But the important thing is not only relying on every word, but also the meaning of the sentence given by the speaker. The teacher must explain this point to the laerners so that the learner will be encourage tolisten both to the word spoken by the speaker and to the meaning of the word spoken.

3. Understanding Fast, Natural Native Speech

Learners often ask the teacher to slow down and speak clearly if the teachers speak too fast. But the poblem is, when the teacher do so, it will not help students overcome everyday informal speech. The listenersmust practice with this kindof situation.

The used of song is aimed to solve the several problems above. It is hoped to increase the students quality of joining listening class.

Ur (2000) in (Degree & Mariani, 2015)suggests that they, in this case the listeners, should be exposed to as much spontaneous informal talk as they can successfully understand as soon as possible;and it is worth taking the time to explain them why it is so. Practicing a lot will make the listeners accustomed to the situation and they will be encouraged to improve their listening ability.

1. Requiring To Hear Things More Than Once

The listeners often have to cope with the situation when they have to hear things more thanonce, especially ne things for them. They will probably ask to the teacher what is the meaning of the

words, how does it spells, and so on. To overcome this situation , the teachers may use the passage which include redudant“ words and give learners the opportunity to request clarification or repetition during the listening comprehension.

### 2. Keeping Up to Listen is Hard

When the students feel „overloade“ with the incoming information, they may need to take a rest. Ur (2000) (Degree & Mariani, 2015) offers a solution to overcome this problem. He suggests that the solution is not showing down the discourse, but rather encouraging them to relax. Give the students perception to stop trying to understand everything and allow them to ignore the rest.

### 3. Getting Tired

The students sometimes get tired when the listening comprehension gets too long. This is one reason for the teacher for not making listening comprehension passages too long.

## METHOD

The research was conducted to the first semester students of Senior High School in Cililin in the academic year of 2017/2018, especially in class 10 IPS 1. There were 35 students in this class which consist of 23 girls and 12 boys. The researchers chose the first semester students because the researchers took the research coincide with the firts semester. Besides, this class is potential to know Students’ response on the use of Song in Teaching Listening.

The researchers did the research on November 2017 during the teaching and learning process of the first semester for three meetings. The first meeting was done to know: (1) the teacher technique on teaching listening, (2) to adjust the observation sheet and questions of the interview, (3) to analyze the subject study.

The method used was qualitative method. As stated by (Kaswan and Suprijadi, 2016), qualitative research is a research design that places primary importance on studying small samples of purposely chosen individuals, not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants’ points of view, and creating a rich and in-depth picture of the phenomena under investigation.

The researchers collected the data through observation and interview. (Sugiyono, 2017) book tels that the interview is used as a data collection technique if you want to do a preliminary study to find te problems that must be in carefully. Sutrisno Hadi (1986) in (Sugiyono, 2017) argued that the assumption that should be held by researchers in using interview methods and also questionnaire are as follows :

1. That the subject (the respondent) is te person who knows best about himself.
2. That what the subject declare to the researcher is true and researcher is true and credible.
3. That the subject’s interpretation of the researcher’s questions to him is the same as what the researcher intended.

Observation in Sutrisno Hadi (1986) in (Sugiyono, 2017) argues that, observation is an complex process, a process composed of various biological and psychological processes. Two of the most important are observation and memory processes. Data collection techniques with observation are used when research is related to human behaviour, work processes,natural phenomena and if the observed respondents are not too large. in terms of data collection process, observation can be differentiated into participant observation and non participant observation, the in term of instrumentation used, the observation can be devided into structured and unstructured obaservation.

The qualitative data were analysed by the researchers to be able to describe the students' response during the lesson. The researchers used observation sheet which was used in the classroom when the teacher was teaching listening using song. To make the data gathered be deeper, the researchers added it with interview to the sample students. They consisted of 9 students taken from the level of ability based on the teacher score of listening. The use of these two instruments can be seen in figure 1 below.

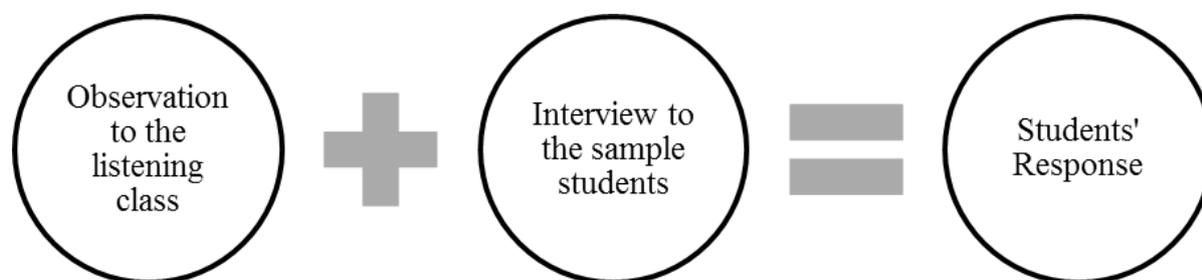


Figure 1. The instruments used in this research

The instruments used for this research was mainly aimed to find the data of how the students respond to the teacher in teaching listening using song.

## RESULTS AND DISCUSSION

### Results

The first, to get the data, the writer conducted a research by observation. Table 2 below presents some points which had been observed by the researchers.

Table 2. Points to ponder on the observation

Students' Attitude toward teaching and learning activity	Level of understanding of the students during the teaching and learning activity
<b>Gesture</b>	Catching the word which listen by them
<b>Facial Expressions</b>	Catching the sentences which listen by them
<b>Being Active</b>	Catching the main idea which listen by them
<b>Attention</b>	Catching the purpose the subject which listen by them

In first meeting observer entered the classroom to observe the technique on teaching listening. In that meeting the teacher using two techniques when she was teaching listening. The first technique is the teacher play the conversation between two people in the cafeteria the title of that lesson is about of the world and how we take care the world. On the first sight, observer can see how the students tried so hard to understand what was talked about that conversation and they found the difficulty to catch the main idea of that conversation. That was due to the students feeling broken and boring to follow the lesson and because the aim of the lesson can't be reach successfully.

The second technique is that the teacher using song to teaching of listening the teacher using song of Michael Jackson with the title "heal the world". That song is talking about the condition of our world and how we can heal the world. The theme of song is same with the theme who the teacher using in conversation. On first sight the observer see the enthusiasm of the students

they are become so enthusiasm and the observer can see the smile and purity on their face, and not just only they look enthusiasm to follow the lesson they are can catch the aim, theme and main idea of that song too that is proved with they can answer the question who the teacher give and they are become so active and enjoyed the lesson.

When we did the observation in the class in one month, we can see the different attitude, interes, and gesture the student it self when the teacher taught listening using conversation and using song. We as a observer saw when they studied listening used conversation, we can see the attitude and the gesture the student almost entirely looks like bored and not be interest about what their learn, they look so tired and confiused because it seems like when they learn by conversation they just listen what someone say with the flat voice and thats really not fun for them. Different with the teaching who taught teacher listening using song, we can see their gesture, attitude it so interes and they so enjoyed the lesson.

From the observation the researcher conclude that the student more interesting to learn listening by using song compared using converstaion. The reason why they are choice using song because they are feeling enjoyed and they are quicket catch the main idea of the subject if compared with conversation or just taught listening with taught as usual.

After the research observation, the research do interview to the students randomly to make sure and evaporate the research. the questions delivered to the students are presented on tabel 3 below.

Table 3. Question used in interview

No.	Questions
1	Do you like english language?
2	Do you like learning english language?
3	Do you like learning listening?
4	Do you like listen the english song ?
5	Do you like learning listening by using song?
6	What do you feel when you learning english with song?
7	Which method you think effective, using conversation or using song?
8	Dou you like learning english using conversation ?
9	What is your oppinion when you learn listening using song?
10	Is learning listening to use the song make your score of listening good?

From the question the authors get the results as a student response that is 27 of 35 students answered such as learning English listening by using songs while 27 of 35 respondents answered yes to questions 1 and 2. For questions number 3,4, and 5 they often live it. New: For question 6 many students who say learning English using songs is so much fun, so students indirectly feel that they are learning. From Questions 7 to 10 they say that students prefer and choose to learn to listen using the song because it is more effective and the activity is not bored compared to listening using the conversation. And the last thing about their value in learning to listen also gives some achievements. Some students sometimes complain by learning they listen to hear, understand what they hear from a very difficult and exciting audio. From the observations and interviews that the authors do this, the authors conclude that students prefer to learn to listen to songs rather than hear the conversation. The conclusion drawn from the

observations and interviews that the author did before is true that the students prefer to learn to listen by using Songs and they feel very happy to follow the learning also the students feel more understanding with the contents of the song itself.

And on the third meeting as the last meeting the observer analysis the subject study student's response the use of song in learning listening and the analysis of the observer is that response the students when the teacher teaching listening using song is good and effective and there are the significant differentiate between the teacher teaching listening using conversation and using song.

As we discuss before, teaching English listening using song made student more interest its like they want to quiet or chat with friend in the class, they can noisy but for say something English in the song its self. They can analyse the sentence in song more clearly, its like meaning of the sentence or the grammatical it self. Student at least they can pay attention to a moment what they should note.

### **Conclusion and Suggestion**

After analyzing the data obtained by researchers from the results of observation and interview, the researchers concluded that the response of students in learning to listen to English by using music is good and very effective. In this research there are some suggestions aimed at students and teachers to create a future improvement. The first is for the students. They have to learn harder and besides listening to music they also have to search the vocabulary of every lyrics that are listened to. For the teachers, they have to give the songs that will be taught must be in accordance with the material being taught. In addition to listening to the music the teacher must give an explanation of the meaning of the song so that the students can understand its meaning and the teacher should emphasize the soul to memorize the vocabulary of each song they listen to so that the vocabulary can be increased and the teacher must be more creative in the method used and choose songs that will be used in learning.

Based on the analysis of the data above, it can be concluded that the use of songs in learning to listen to English in the classroom can motivate students to follow the lesson and pay attention to the class. The concept of using original hearing aids such as songs contained in the lyrics of popular songs sung by their favorite artists they idolize supports the same values and principles as taught in the original material, such as commitment, responsibility, love and affection. Getting messages through song lyrics is much more lively and cool.

Songs are also easy to obtain, so the teacher is easy to find the material and songs that will be used in the lesson and in the song presents many new vocabulary and phrases in context, through songs that become familiar with the pronunciation of native speakers, topics for discussion and ultimately most students enjoy listening and analyzing songs because most of the students often listen to their home songs in their spare time, so when the song media is used in their learning at school it makes it easier for them to understand what the teacher teaches, especially the English listening lesson. The effectiveness of the use of songs can also be seen from the results of student interviews with 10 questions are provided. These questions help researchers to assure the results of observations and determine the results of this study.

From the interview result can be seen that from 10 questions that is 1 to 10 questions the average answer of students no 1 and 2 they like English 15%, and question number 3,4,5 they answer like listening English song 25%, number 6 and 7 of them answered 15% happy and an effective song media for listening learning, for question 8 they answered 5% who liked learning to listen using conversation, and questions 9 and 10 they answered 15% learn to listen to English songs

make it easier for them to learn. From the presentation of 35 students in class 10 IPS of Senior High School in CILILIN. An average of 75% of students say they enjoy learning to listen to English using songs and 25% of their students say they do not like it because they feel learning to listen to English is difficult. On the other hand, the use of songs can improve students' listening ability and add vocabulary they know.

In this research there are some suggestions aimed at students and teachers to create future improvement. The first is for the students. They have to learn harder and besides listening to songs they also have to search for the vocabulary of every lyrics they hear because it will make it easier for them to learn English. For the teachers, they must give the song that will be taught must be in accordance with the material being taught. In addition to listening to the song the teacher should give an explanation of the meaning of the song so that the students can understand its meaning and the teacher must emphasize the students to memorize the vocabulary of each song they listen so that the vocabulary can become increased and the teacher should be more creative in the method used and choose the song will be used in learning.

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