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IMPROVING LISTENING ABILITY USING SONG Author-Rika Luci Aryani¹, Author-Aji Hadrian² 1 IKIP SILIWANGI 2 IKIP SILIWANGI 1rikaluci08@gmail.com,2 adjiesitorus@gmail.com ABSTRACT English has four skills (reading, listening, writing, and speaking). From these skills, listening is a skill that seem very difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It is very essential to find out appropriate method in teaching listening.

If teachers always uses their students, they may become interesting for one of the teaching which can make the students milirtes in studying is listening to song's. They will not understand what they study wel as a result, the use of song is impelemented in this research to improve students' listening skill. The researcher uses classroom action research method with 2 cycles at seven grade Students of MTs Nuurul Wahhab.

Pre test is given to students before treatment while post test is given in each cycle. Each treatment consists of planning, action, observation and reflection.The data analysis is conducted by calculating the mean score of each post test and compare it with minimum standard score (KKM).As the result, the pre test mean score is 59.3. The post test cycle 1 is 69.4 and the post test 2 is 77.5.

The data shows students' improvement in each cycle, There are 42% of students who pass KKM in pre test, 66% students pass KKM in post test 1 and 87.5% of students pass KKM in post test 2. By calculating the percentage of each test, 75% of students pass KKM. It can be concluded that students' listening skill is improved.

Key Words: Song, Listening , Classroom Action Research INTRODUCTION This study

investigates the use of Improving Student Listening Skill Using Songs (the seven grade Students in MTs Nuurul Wahhaab Cikalongwetan). The topics of this chapter are the background of the study, the research problems, the purpose of the study, the limitation of the study, the significance of the study, the research method, the clarifications of terms, and the paper organization.

There were some activities that can improve students' listening skill, such as listen to films, listen to news reports, and listen to English songs. By using study, there are There were some activities that can improve students' listening skill, such as listen to films, listen to news reports, and listen to English songs. to the students, teacher, and researcher.

The author's chooses Listening because 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. Furthermore, according to Bulletin in (Homby & Saricoban, 1990), listening is one of the fundamental language skills.

It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Rivers in (Hasyuni, 2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance ((Russel and Hasyuni, 2006) also say that listening skill is listening with comprehension, attention and appreciation.

Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening (Rivers in Hasyuni, 2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance (Russel and Hasyuni, 2006: 8) The material is very important for the students to improve their listening skill.

A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006: 4).

Song Song is a composition of tone or voice in sequence, combination, and temporal relationship (usually accompanied by a musical instrument) to produce a musical composition that has unity and continuity (containing rhythm). And a rhythmic tone or

sound METHOD Type of research used in this research is Research Classroom Action Research (CAR).

According to (Arikunto, 2008), Class Action **Action Research (CAR)** is an approach to improve education with make changes towards improving educational and learning outcomes, the **root of the problem** appears in the classroom and is felt directly by teacher. Meanwhile, according to (Hopkins, Kemmis, & Taggart, 2014), classroom action research is a form of strategy in detecting and solving problems facing educators with concrete action, namely through a cyclical research procedure (cycle). there are four stages in the study action, ie planning, **implementation, observation, and reflection.**

Fourth the stages in action research are elements to fulfill a cycle, that is, one round of successive activities, returning to step originally. Thus, one cycle is from the design stage up to reflection. This research was conducted on the second semester in the academic year of 2016/2017 for about 1 week began from July 2017. It was conducted in MTs Nuurul Wahhaab.

In this research, the researcher takes samples on the students of 7th grade at MTs Nuurul Wahhaab. They were from VII E students of MTs Nuurul Wahhaab . They were consisted of 29 students. Technique of analyzing data from the observation. The observation in this research was conducted four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III.

The researcher gave check in the observation checklist, and then it will be analyzed **by calculating the percentage** from the checklist. From the result of that formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students' ability in listening skill after taught by using children song.

RESULT AND DISCUSSION Result **Based on the observation checklist** above it was resulted that teacher's performance in listening skill was only 56.3% or can be called "average" criteria. The score could reach from 40% up to 60%. So, the teacher needed to have some ways in teaching listening **in order to improve** students' performances. Here, teacher should be creative if he wanted to improve his teaching quality.

It should be done since teacher's teaching performances were crucial in affecting students' motivation and performance in learning process. From **the result of observation** checklist above **it can be concluded that** many of the **students joined the class** was still not enthusiastically. It was followed by 29 students and the teacher provided 60 minutes for them to do the test. The result of pre-cycle test can be seen **in**

the table below Table 1. The Result of Pre Cycle Test

| No | Students Code | Score |
|-------------|---------------|-------|
| 1 | S-1 | 55 |
| 2 | S-2 | 63 |
| 3 | S-3 | 68 |
| 4 | S-4 | 68 |
| 5 | S-5 | 62 |
| 6 | S-6 | 70 |
| 7 | S-7 | 70 |
| 8 | S-8 | 71 |
| 9 | S-9 | 75 |
| 10 | S-10 | 68 |
| 11 | S-11 | 68 |
| 12 | S-12 | 70 |
| 13 | S-13 | 72 |
| 14 | S-14 | 72 |
| 15 | S-15 | 79 |
| 16 | S-16 | 88 |
| 17 | S-17 | 78 |
| 18 | S-18 | 75 |
| 19 | S-19 | 69 |
| 20 | S-20 | 71 |
| 21 | S-21 | 71 |
| 22 | S-22 | 72 |
| 23 | S-23 | 69 |
| 24 | S-24 | 73 |
| 25 | S-25 | 77 |
| 26 | S-26 | 56 |
| 27 | S-27 | 71 |
| 28 | S-28 | 70 |
| 29 | S-29 | 72 |
| Total Score | | 1974 |

After calculating the students score, the researcher calculated the mean to measure the improvement of students' score in every cycle.

To know the mean of the students' score in the pre cycle, Based on the observation checklist above it was resulted that teacher's performance in listening skill was 74.5 % or can be called "good" criteria. The score could reach from 60% up to 80%. It can be concluded that by using children songs To measure students' achievement in the second cycle, the researcher conducted listening test by using children songs. The test result of second cycle can be seen in the table below: Table 2. The Result of the Second Cycle Test

| No | Students Code | Score |
|-------------|---------------|-------|
| 1 | S-1 | 75 |
| 2 | S-2 | 77 |
| 3 | S-3 | 81 |
| 4 | S-4 | 89 |
| 5 | S-5 | 81 |
| 6 | S-6 | 82 |
| 7 | S-7 | 75 |
| 8 | S-8 | 77 |
| 9 | S-9 | 75 |
| 10 | S-10 | 75 |
| 11 | S-11 | 75 |
| 12 | S-12 | 75 |
| 13 | S-13 | 88 |
| 14 | S-14 | 82 |
| 15 | S-15 | 79 |
| 16 | S-16 | 88 |
| 17 | S-17 | 78 |
| 18 | S-18 | 75 |
| 19 | S-19 | 80 |
| 20 | S-20 | 78 |
| 21 | S-21 | 75 |
| 22 | S-22 | 80 |
| 23 | S-23 | 80 |
| 24 | S-24 | 81 |
| 25 | S-25 | 81 |
| 26 | S-26 | 77 |
| 27 | S-27 | 78 |
| 28 | S-28 | 81 |
| 29 | S-29 | 89 |
| Total Score | | 2307 |

From the analysis above, the average of the students test result of the second cycle was 79.55.

The result of the second cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems have been solved using children songs. The result of research shows that there was significant improvement of students' ability in listening after taught using children songs.

It can be seen from the result of the test from the first cycle until third cycle. Table 3. The Result of Test the first Cycle until Third Cycle as Follow:

| NO | Name | Pre-Cycle | Cycle 1 | Cycle 2 |
|-----------------|------|-----------|---------|---------|
| 1 | AC | 55 | 66 | 75 |
| 2 | AN | 63 | 68 | 77 |
| 3 | BU | 68 | 71 | 81 |
| 4 | CC | 68 | 71 | 89 |
| 5 | DN | 62 | 72 | 81 |
| 6 | ER | 70 | 76 | 82 |
| 7 | EN | 71 | 74 | 75 |
| 8 | FA | 60 | 66 | 77 |
| 9 | HE | 57 | 68 | 75 |
| 10 | JE | 68 | 74 | 75 |
| 11 | JU | 68 | 71 | 75 |
| 12 | KK | 60 | 63 | 75 |
| 13 | LI | 72 | 72 | 88 |
| 14 | MI | 72 | 76 | 78 |
| 15 | NI | 75 | 69 | 82 |
| 16 | RE | 71 | 74 | 81 |
| 17 | RI | 70 | 74 | 70 |
| 18 | SI | 69 | 68 | 80 |
| 19 | MN | 70 | 71 | 78 |
| 20 | ME | 71 | 79 | 81 |
| 21 | NN | 76 | 66 | 75 |
| 22 | NR | 70 | 74 | 80 |
| 23 | OK | 69 | 63 | 80 |
| 24 | OI | 73 | 74 | 81 |
| 25 | PE | 77 | 72 | 81 |
| 26 | PI | 56 | 66 | 77 |
| 27 | QI | 71 | 77 | 78 |
| 28 | QE | 81 | 74 | 81 |
| 29 | QU | 72 | 72 | 89 |
| Total Score | | 1985 | 2061 | 2297 |
| Casac Averacess | | 68.1 | 70.48 | 79.55 |

In cycle II students were assigned to apply children songs as media to

improve listening skill. So the problems faced in the previous cycle can be solved.

In this cycle the content and organization item of students' listening were significantly improved. The mean score is 79.55 %. It shows that the mean have achieved the standard score (KKM). All of students got score more than the standard score. From the explanations above, the researcher concludes that children songs can be a teaching technique to improve students' listening skill.

The implementation of children songs could improve students' activities in teaching and learning process. It can be seen from the result of the observation checklist that was summed up on the table below: Table 4. The students' activities / Based on the observation result, the pre cycle activities have percentage 56.35%. It means that the activity of pre cycle was average.

They were still confused about the media by using children songs. While the percentage of students' activities when the researcher implemented children songs in teaching listening in cycle one is 56.3%, 74% in cycle two and 80 % in cycle three.

In cycle II, the students' activities were more increased from the previous cycle, especially when they were assigned to listen children songs and played it together. The students were more active in discussion. To give easier understanding about the result of this research, the result of test and observation checklist in every cycle can be showed of the chart bellows: 80 80 70 68 70 60 PC C1 C2 Figure 1. The Improvement of Students Listening skills 80 80 60 74 40 56 20 0 PC C1 C2 Figure 2. Teacher and Students Performance in Listening Skill we can conclude that the use of song in the classroom motivates the students to attend lessons and pay attention in class.

Concept of the use authentic listening materials such CONCLUSION We can conclude that the use of song in the classroom motivates the students to attend lessons and pay attention in class. Concept of the use authentic listening material such song embodied in the lyrics of popular songs sung by their favorite artists that they idolize are espousing the same values and the same principle that are taught in the authentic material, things like commitment, responsibility, love and compassion. Conclusion We can conclude that the use of song in the classroom motivates the students to attend lessons and pay attention in class. Concept of the use authentic listening material such song embodied in the lyrics of popular songs sung by their favorite artists that they idolize are espousing the same values and the same principle that are taught in the authentic material, things like commitment, responsibility, love and compassion. Conclusion We can conclude that the use of song in the classroom motivates the students to attend lessons and pay attention in class. The effectiveness of using song can also be seen from pre-test, two cycles, and post-test. It could be seen from the analysis of the pre-test and post-test in cycle 1 and cycle 2. The researcher comes to some conclusion. 1 .

The use of children songs has been advocated in teaching listening process. Typically, children songs are very interested to be implemented to improve listening skill. Students

get the easy method in listening process. However, the students can understand the material of listening comprehension in the classroom. 2.

The researcher found that the average score of the test in the pre cycle is 68.10%. The cycle I is 70.48 % and cycle II is 78.31%. It means that there is always improvement in every cycle. The improvement of students' test score also indicates the student's listening skills is improving in every cycle.

From **the result of observation** shows that student's participation in the pre cycle is 56.3%, cycle I is 74,5% and cycle II is 80%. Its means **that the use of children song in improving students' listening** skills can make students more active, motivates, and interested. m mitmnt, responsibility, love and compassion.

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May Allah SWT give you all his blessing, Ameen. REFERENCES (Russel and Hasyuni, 2006: 8). (2006). The Students English Listening Classes. Arikunto, S. (2008). Penelitian Tindakan Kelas. Jakarta. Hasyuni. (2006). The Students' Preferred **Activities For English Listening** Class. Bengkulu. Homby, & Saricoban. (1990). The English Teacher. The English Teacher, XIX, Vol XIX. Hopkins, Kemmis, & Taggart. (2014). classroom action research. Rivers in Hasyuni. (2006). ESL.

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