

IMPROVING STUDENTS' LISTENING ABILITY BY USING SONGS AT THE SEVENTH GRADE STUDENTS OF MTs AI-AMIN TABANAN IN ACADEMIC YEAR 2020/2021

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ABSTRACT

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam memahami kemampuan mendengar dengan menerapkan metode lagu siswa kelas V11 A Sekolah Menengah Pertama MTs Al-amin Tabanan Tahun pelajaran 2020/2021. Penelitian ini dilaksanakan di Sekolah Menengah Pertama MTs Al-Amin Tabanan dengan subjek penelitian siswa kelas VII A yang berjumlah 18 orang. Pada penelitian awal didapatkan 6 siswa dari 18 orang siswa memperoleh skor kurang dari 70. Pada kegiatan pembelajaran berikutnya model pembelajaran diterapkan menggunakan metode lagu. Model pembelajaran ini ternyata dapat meningkatkan kemampuan mendengar anak melalui lagu *Pengetahuan* siswa VII A Sekolah Menengah Pertama MTs Al-Amin Tabanan Tahun Pelajaran 2020/2021. Hal ini dapat dibuktikan melalui nilai rata-rata yang diperoleh sebelum menggunakan metode lagu atau pada prasiklus sebesar 66,66. Pada siklus I, nilai rata-rata siswa mengalami peningkatan menjadi 67,8. Kemudian pada siklus II, kemampuan memahami unsur intrinsik cerpen meningkat menjadi 83,3%. Peningkatan skor tersebut merupakan tanda bahwa kemampuan mendengar anak siswa Kelas VI A Sekolah Menengah Pertama MTs Al-Amin Tabanan semakin meningkat dengan menerapkan metode lagu.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa dengan menerapkan metode lagu kemampuan memahami lagu *Pengetahuan* siswa Kelas VII A mengalami peningkatan. Dengan demikian, disarankan kepada guru bahasa Inggris agar menerapkan metode lagu dalam pembelajaran karena telah terbukti melalui metode tersebut dapat meningkatkan kemampuan siswa

Keywords : Listening Ability and songs]

ABSTRACT

This research aimed to improve the students' ability in listening of songs as the technique of teaching listening. This research was conducted by using the Classroom Action Research. The research subject was the seventh grade students junior high school MTs AL-Amin Tabanan in the academic year 2020/2021. The data were collected by using were the observation and tests. The technique of data analysis used in this research were qualitative and quantitative. The procedure of this research was run by conducting pre-test and post-test. The post-test was done in two cycles. Each cycle consisting of: planning, action, observation and reflection. The results were showed from the mean score of pre-test was 66,60%, the mean score of post-test I was 67.8 and the mean score of post-test II was 61,11%. Based on the results above, the teaching listening by using songs was effectively used to improve the listening ability at the seventh grade students of MTs AL-Amin Tabanan

Keywords : Listening Ability and songs

1. Introduction

As a foreign language, English has four skills reading, listening, writing, and speaking that have to be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill. The process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine. There are some reasons why listening felt difficult to be mastered by the students. First, the students begin to learn English by the way of reading, instead of listening. In fact, reading is different from listening, like writing is different from speech. The biggest difference is that speech consists of sounds. Listeners must know the sound system, otherwise they cannot understand speech

The Learning process that goes through it will make the person concern with the ability to hear effectively. It means that the ability to listen can be improved through learning as well as the skills of writing, reading, speaking.

Second, the materials on the tape are usually read by English speaking people. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. This is another difficulty. For the students, their English teachers are usually local people. So the students may not be used to the accents of the foreign people.

Third, when English-speaking people speak English, they usually speak at a normal speed. It is too fast for the students to follow. When listening, the students cannot choose a comfortable listening speed; they have to keep pace with the speaker's thinking process. So sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. Their results show that they have missed the whole passage.

Fourth, the contents of the tape are not always familiar with the students. Some of them are not relevant to the students. The students may lack the background knowledge about foreign countries and cultures. So sometimes they cannot understand the material or they may misunderstand the meaning of it.

The research was conducted in the seventh grade student of MTs AL-Amin Tabanan in the academic year of 2020/2021. The researcher has found that it is very difficult for the students to understand English through listening. The problems are most students are from different minority areas. In some junior high schools, there are no language labs to train their listening skills. Listening activities are not common for the students. When they come to senior high school, they cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English.

Usually, in the lab, the students feel at a loss when they listen to some new text. Over 50% of the students could not understand the meaning of the material after playing the tape for the first time. Expecting them to understand the material, the teacher often gives them some instructions and to play the tape again, at least three times. Still, at least 20% of students might not understand it. Then, the teacher sometimes has to stop the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. So, this is a serious problem because some students cannot understand the whole text after listening to it three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

Beside of that, the teachers are difficult to find the suitable method or technique to stimulate students in learning listening. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students (Ross, 2006). The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students have to hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. It will be dangerous if there is no effort to reduce the problem.

In order to overcome those problems, it is better to look for good method in teaching listening. We can use an activities that can stimulate the students to improve their listening skill. The activities such as listen to English songs. When listening, we can write the vocabularies that appear on the particular topic. In listening English songs, we can listen to the pronunciation of words and sing along with the songs.

Listen to English song is felt more interesting from the other activities. English songs are 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 on a hot boring day. It can also form the basis for many lessons. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005). Using songs in the classroom is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process though to make the listening activities more effective.

Therefore, the researcher tries to reduce the problems of the students' listening comprehension and intends to find out what can be done to help them improve their listening

The research choose Mts AL-Amin Tabanan because had some reason. The school was one of junior high schools in MTs AL-Amin that had good reputation in term of achievement, facility, and extraculliculer. The syllabus and lesson plan were not explained how to teach listening. The teacher did not use of variation technique or media in teaching listening. Student had many times felt boried with the teaching procces. They needs something fun and easy teaching listening some problems also occur during the process teaching and learning. the problems were when the teacher gave an explanation the student talked each other and did not focus on the discussion. That made the student did not pay atention to the teacher. The student had difficutly to listen some words in listening material and the student had difficulty to catch what audio talking about.

The research started to identify what the media that could help the students in improving their listening comprehension. The media that would be used must be able to overcome the student difficulties in listening comprehension. The media had to make what the speaker 's said more clearly because the student could not catch the words although they had ever heard before.

Ussually in teaching listening teacher was used audio media to help teaching learning process. The audio in the format of cassette or mp3 player is really familiar and easy to use. Take tools to play audio are also easy to find such as radio, mp3 player and computer, however, audio visual in teacing was not a new media in teacing listening even tough it was rarely use by teachers.

Based on explanation above some method could be use to teach listening and their strength and weaknesses Therefore, the researcher was interested in conducting a classroom action research entitled : IMPROVING STUDENTS' LISTENING ABILITY BY USING SONGS AT THE SEVENTH GRADE STUDENTS OF MTs AI-AMIN TABANAN IN ACADEMIC YEAR 2020/2021

1.2 Research Questions

Based the research background above , the research questions can be formulated as how does using songs improve the seventh grade students' listening ability at MTs.AL-Amin Tabanan in academic year 2020/2021?

1.3 Research Objective

Based on the research question, the objectives of this research is to find out whether using songs can improve the seventh grade students' listening ability at MTs.AL-Amin Tabanan in academic year 2020/2021 or not.

1.4 Significant of Research

1. Theoretical Significant

This research is expected to show the media of using songs is better to help developing students' listening ability. Moreover, this research is also able to be the consideration as one of alternative media in future research works of listening comprehension

2. Particle Significance

The Result of this study are also expected to be useful for students, teachers, and researchers in improving the listening ability in the English learning process.

1.5 Definition of Key Terms

. Listening Ability

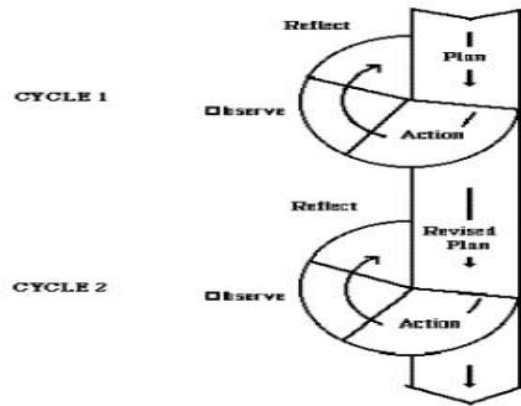
Listening ability is the most fundamental language skill and plays an important role in our daily communication. Listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003).

2. Songs

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. As Griffee say that "the word song refers to pieces of music thave words, especially popular songs such as those one hears on the radio (Dale T. Griffie, 1992).

2. Method

This method includ description detail of instrument and analisys Researcher the use which fashion problem instrument can get the shape picture of diagram



3. Action Research Spiral , Model from kemmis and Mc Target (1998) in David Hopkins (1993:48)
4. This research instruments in this study were observation sheets and test sheets.
5. The data collection method used in this research is the observation method.the steps taken in collecting data are as follow (1) Determining that raw score (2)Determining the standar score by converting the raw score into a standar score using the eleven scale benchmark reference assessment (PAP)Guidelines.

No	Aspect assessed	Weight	maximum
1	Vocabulary		
	1.spelling	30	30
	2.prnounciation	30	30
2	Grammar	40	40
	Maximum total score	100	100

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1	Vocabulary		
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2	Grammar	40	40
	Maximum Total score	100	100

From the criteria evaluation above , the research have formula to percentage of pretest and post tests the students at seventh grade at MTs.AL-Amin Tabanan. It can be described as follows :

Percentage

The students who passed the minimum completeness criteria(CCM)
 = (Total of students passing the CCM)/(total of students)x 100%
 Percentage = 18/18 x 100%

3. Research Finding And Discussion

The research finding and the discussion of every cycle were presented in this chapter. In this chapter the researcher analyzed the data collected from the action research activities. The data was gained from the teaching learning process and evaluation. The aim of the analysis is to measure the improvement of students' listening ability by using songs. The writer did the research in two cycles. The action research was conducted in three months, from March to May 2021 in seventh grade students at MTs AL-Amin Tabanan in academic year 2020/2021.

To know the students' achievement good or not, the researcher gave criteria on listening ability. The scores' criteria students in the table can be seen bellow:

Table 4.1 Criteria of Students' Score

NO	Score	qualification
1	100-91%	Excellent
2	90-81	Very good
3	80-71	Good
4	70	Avarage
5	69-60	Poor
6	59-0	Very Poor

In this study, the researcher would like to describe the result of pre-research, cycle I and cycle II, as follows:

4.1.1 Pre-Research

This activity already conducted on March 2021. In this cycle, the researcher tried to collect the data of students' ability in English especially in listening comprehension.

In this pre-research, the researcher did a pre-observation and pre-test. The pre-observation was done to investigate the situation and evens that happened in online class before the method implemented. Whereas, the pre-test was done to find out the students' listening comprehension before the method applied.

4.1.1.1 Pre-Observation

There were many things that have been identified by the researcher.

Those were:

- 1) The students often did not response the lesson that given by teacher in the online class
- 2) The students did not active on online group in WhatsApp.
- 3) When the teacher asked the students to answer the question, they were not confidence to do it.
- 4) Related to the students' listening comprehension, the researcher found that the students didn't know the songs, and the meaning of the words, and the students were lack of vocabulary mastery.

4.1.1.2 Pre test

In the pre-test, the researcher regulate the listening test to the students in order to know the students' listening comprehension before using songs

4. Conclusion

Using songs in the learning process especially in the listening lesson it makes the pleasant atmosphere in the class and make the teachers explain the topic or the material easily. The students also can improve their listening ability as one of their meaningful strategies to overcome their problem in listening comprehension. English songs can make the students become active in the class, they are interesting, and so they can do a listening task well eventhough the online process of learning

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