

Improving Student's Listening Skill by Using Song at Second Semester of STIE-SAK Academic Year 2021/2022

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Abstract

This research aims to improve the teaching and learning process in the classroom. The researcher would work together with collaborator in order to see the activities that were done during the research. The data used in this research were listening test, fieldnotes and observation form. For the test, it was done at the end of each cycle. Field notes and observation, those were done by the collaborator who helped the research to collect the data. It was taken during the teaching in the class. The participant was the students at second semester of STIE-SAK academic year 2021/2022. There were some classes in the second semester, the sample was taken randomly. Based on the research finding in two cycles, the researcher came to the conclusion because this research was done in two cycles. First, there was a good improvement from students' test in cycle one and cycle two. Students' mean score in cycle one was 56, 37 % and increased to 69, 19%. It meant that students' listening skill was improved after implementing song in teaching English especially in teaching listening at second semester of STIE-SAK especially in the class 2M3 academic year 2021/2022. The students showed positive attitudes towards listening lesson. There are some factors improve student's listening skill namely song as media improves the students' interest and motivation, song as teaching media can be implemented with various techniques in teaching learning process, song develops students' background knowledge, and teaching activities.

Keywords: *Listening; Listening Skill; Song;*

Introduction

Based on the observation with the students at second semester of STIE-SAK academic year 2021/2022, most of the student's got problem in listening, they were hard to understand what did they hear, the students did not know the vocabulary said from lyrics, the students did not understand the meaning of the lyrics, students felt confused the pronunciation of some words in the lyrics of the song, and they also had difficulty to get the message from the lyrics/song.

To make students motivate and enjoyable to study, the researcher should be creatively in delivering material using various ways in teaching. One of them is using song to improve students' listening skill. Song is an interesting media that offers the high imagination. The language song usually is easy to be understood. It gives motivation and makes the relation between the teacher and students closer. It means that the use of music and song in the classroom can stimulate very positive understanding to someone who studies language.

There were some kinds of song like jazz, rock, classic, etc but in this research the researcher would use the popular pop of English song because the popular song was familiar for the students. The purpose of the research was to know whether the students improved their listening skill after implemented song during the research and what factors influenced their improvement.

Listening is an important skill in learning language and to master the language listening should be mastered. Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore when reading, students can go back and reread a phrase whereas with listening they only get one chance. With reading, it's the reader who sets the pace whereas with listening it's the speaker or recording that sets the pace. Because of these issues, many students find listening difficult. Listening tasks can be very disheartening and demotivating, especially if students have had a previous negative experience. It is therefore important to give our students plenty of opportunities to practice the skill of listening in a supportive environment that helps them to learn. We need to design tasks that help them learn rather than merely testing their abilities. This means that we guide them through the recording, pre-teach language and highlight the essential points of the recording. This is in contrast to testing, where the teacher simply plays the recording and the students listen and answer questions.

Pollard (2008) adds the skills and sub skills associated with listening:

1. Listening for gist (gist listening prepares students for real life situations. Remember that with gist listening, the aim is to practice listening, not to study language).
2. Extensive listening (this involves students listening for long periods and usually for pleasure).
3. Listening for specific information (this is where we listen to specific information and disregard the rest).
4. Listening for detailed information (this is the type of listening you engage in when listening to announcements in a railway station or when listening to directions in a street. You are listening intensively in order to understand all information given).
5. Predicting (when we are listening in our mother tongue, we are constantly predicting what is going to come next. This action of predicting helps us understand the thread of the discourse. Start encouraging your students to predict; you can even do this at low levels)

From the theories above, the researcher concludes that listening skill is important to master by people. Listening is a process that consists of five elements: hearing, attending, understanding, responding, and remembering. A listener who has poor ability in listening will face difficult to comprehend the messages from the speaker. And it worst that is the listener becomes passives where he or she just hear what the speaker says, but he or she does not know what the speaker wants to inform and express to her or to him.

For a student of a foreign language, listening is very important because people always using hearing more than speaking, writing or reading. In teaching listening, the teacher is responsible to help his/her learners to acquire this skill which provides the very foundation for learning and functioning in language.

According to Cabrera and Bazo (2002), to achieve the listening skill, the teacher plays an important role that is defined in the following steps:

- a) It is important to help pupils prepare for the listening task well before they hear the text itself. First of all the teacher must ensure that the pupils understand the language they need to complete the task and are fully aware of exactly what is expected of them. Reassure the pupils that they do not need to understand every word they hear.
- b) The next important step is to encourage pupils to anticipate what they are going to hear. In everyday life, the situation, the speaker and visual clues all help us to decode oral messages. A way to make things a bit easier to the pupils is to present listening activity within the context of the topic of a teaching unit. This in itself will help pupils to predict what the answer might be. The teacher can help them further by asking question and using the illustration to encourage pupils to guess the answer even before they hear the text.
- c) During the listening the pupils should be able to concentrate on understanding the message so make sure they are not trying to read, draw, and write at the same time. Always give a second chance to listen to the next to provide a new opportunity to those who were not able to do the task.

Finally, when pupils have completed the activity, invite answer from the whole class. Try not to put individual pupils under on due pressure. Rather than confirming whether an answer is correct or no, play the cassette again and allow pupils to listen again for confirmation. You may be given a variety or answer, in which case list them all on the board and play the text again, so that the class can listen and choose the correct one. Even if the pupils all appear to have completed the task successfully, always encourage them to listen to the text once more and check their answer for themselves.

In teaching and learning process, teacher needs to measure the students' ability by giving the test in order to see the whether the teacher achieves the goal of teaching or not. According to Brown (2004) states that assessment is a process that encompasses a much wider domain. Whenever a student responds a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. It means that the main purpose of

assessing is to enhance teaching and learning. Students should be assessed on their knowledge and understanding about their skill, their understanding. In conclusion, the teacher should train students to understand what is being said in using song or other material in listening class, the teacher should give a clear lead in which they are going to hear like give questions and tasks in order to clarify the things in their mind and be sure that these tasks help in learning, not confusing.

This research was a classroom action research. This research was used to improve the teaching and learning process in the classroom. Kemmis, Steven and Robin Mc Taggart (2008) states that classroom action research is systematic observation of one's own teaching practice. The aim was to understand what was happening in a particular classroom or school. So classroom action research was used to improve the problems in the classroom. It would be done into four phases that were plan, act, observe and reflect. It could be said that classroom action research was a research to improve the teaching process or solve the problems faced by the students in the classroom. In classroom action research, the researcher would work together with collaborator in order to see the activities that were done during the research. The participant was the students at second semester of STIE-SAK, there were some classes and the researcher would take a class at second semester of STIE-SAK academic year 2021/2022.

Method of the Research

The instruments of the research were test, fieldnotes and observation. The test was listening test to measure the students' listening skill. The form of the test was partial dictation (missing word). It would be conducted at the end of cycle. The researcher would give a sheet of a paper with the missing lyrics of the song and then the students listened to the song for two times to write the word. There were ten questions from this test where the students needed to fill the correct answer from the lyrics of the song. The form of the observation was observation checklist. The aim of the observation was to know the information and performance from the activities in the class during the research. This observation would be done by the collaborator to help the researcher in collecting the data. The field note used to get the data in the field during the teaching learning process. It was made by the researcher and it was also fulfilled by the collaborator. The collaborator fulfilled the field notes when the researcher was conducting teaching learning process, the collaborator took field notes to see the result of the activities during the research. In this research, there were four steps, they were planning, acting, observing and evaluating.

In this research was used the quantitative data in the form of numerical report, percentage, and graphs. To know the students' mean score, the researcher counted the score by using the formula in the following:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} : The average score of the best

$\sum x$: The total score of the students' reading

N : The number of the students

After that, to know how much percentage of students from students' test in cycle 1 and two, and the researcher used percentage pattern, according to Arikunto (2009) as follow:

$$P = \frac{f}{n} \times 100\%$$

In which:

P = percentage

F = item core

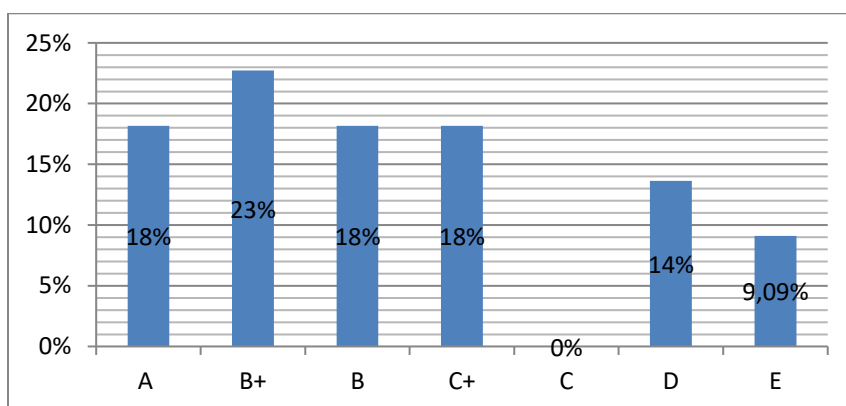
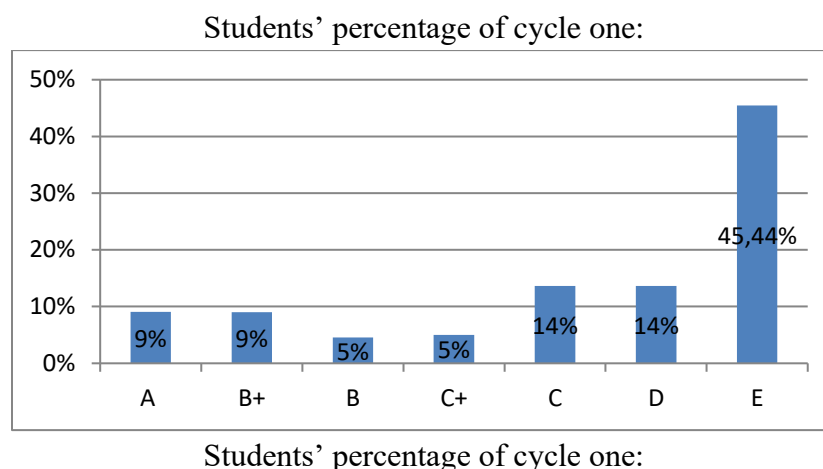
n = participants

Furthermore, for the qualitative data, it presented in the form of verbal report as follows:

1. Data managing, the researcher took the data from observation and field notes.
 2. Reading or memorizing, the researcher read the data from the research.
 3. Describing, the data described to provide detail information about the setting, participants, and activities.
 4. Classifying, the data would be categorized and organized it into smaller unit based on the data from observation checklist and test.
- Interpreting, the researcher identified the data and then interpreted the data.

Result and Discussion

After the implementation of using song at second semester of STIE-SAK academic year 2021/2022 had been done in two cycles which were each cycle consisted of three meetings, the research result had given a positive improvement of students' listening skill. The students' listening score was improved better, it was shown from the students' test. The average score of the students was 56.37 in cycle one, and it was increased in cycle two that was 69.19. Let's compare the data below:



From the result of the research, the students improved their listening skill. And the students' attitude during the research also showed improvements. The finding was also supported by the statement from Aban (2006) who said that by hearing the music along with reading the lyrics, students acquire language more quickly. The word is set to a beat that allows them to be more easily remembered. Using song is a fun and a way to learn language, as well as being extremely effective.

In addition, the researcher found that there are some factors that was improved students' listening skill namely songs as media improved the students' interest and motivation, song as media could be implemented with various techniques in teaching learning process, song developed students' background knowledge, and teaching activities used during research. From research finding and discussion, the use of song at second semester of STIE-SAK academic year 2021/2022 especially at the class 2M3 has improved the students' listening skill.

Conclusion

Based on the research finding, the use of songs in teaching listening to the second semester of STIE-SAK academic year 2021/2022 especially at the class 2M3 could improve the students' listening skill. It could be seen from the students' mean score in every cycle. In the first cycle, the students' mean score was 56, 37 %. In the second cycle, the students' mean score was 69, 19 %. In the last cycle, it raised to 12, 82 %. It could be seen based on the result in every cycle.

Teaching listening by using songs could involve the students in the process of teaching and learning activity. This technique made them fun and enjoyable in teaching learning process. In this research, there were good improvement from the students' activities and students' listening test. This good result was improved by several factors namely song as media improves the students' interest and motivation, song as teaching media can be implemented with various techniques in teaching learning process, song develops students' background knowledge, and teaching activities. It is proved that by using song can improve student's listening skill.

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