

**THE USE OF ENGLISH LYRICS SONG TO IMPROVE  
STUDENTS LISTENING COMPREHENSION AT EIGHTH  
GRADE OF JUNIOR HIGH SCHOOL OF WALISONGO  
GEMPOL**

**THESIS**



**BY :**

**PUTRI SAHRIYAH RAHMADANI**

**NIM. 17180008**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION DEPARTEMENT  
MAULANA MALIK IBRAHIM  
STATE ISLAMIC UNIVERSITY  
MALANG**

**THESIS**

**THE USE OF ENGLISH LYRICS SONG TO IMPROVE  
STUDENTS LISTENING COMPREHENSION AT EIGHTH  
GRADE OF JUNIOR HIGH SCHOOL OF WALISONGO  
GEMPOL**

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for  
the Degree of English Language Teaching (S.Pd.) in the English Education  
Department



**BY :**

**PUTRI SAHRIYAH RAHMADANI**

**NIM. 17180008**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION DEPARTEMENT  
MAULANA MALIK IBRAHIM  
STATE ISLAMIC UNIVERSITY**

**MALANG**  
**APPROVAL**

This is to certify that the thesis of Putri Sahriyah Rahmadani has been approved by the advisors for further approval by the board of examiners.

Malang , \_\_\_\_\_  
Advisor,



Dr. Alam Aji Putera, M.Pd  
NIP. 1989042120150201153

## DECLARATION OF AUTHORSHIP

*Bismillahirrahmanirrahim,*

Herewith, I:

Name : Putri Sahriyah Rahmadani  
NIM : 17180008  
Department : English Education.  
Address : Perum Gempol Blok I-31 Gempol Pasuruan

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang , December 10, 2023

The Researcher



Putri Sahriyah Rahmadani

## LEGITIMATION SHEET

**THE USE OF ENGLISH LYRICS SONG TO IMPROVE STUDENTS  
LISTENING COMPREHENSION AT EIGHTH GRADE OF JUNIOR  
HIGH SCHOOL OF WALISONGO GEMPOL**

THESIS

by:

Putri Sahriyah Rahmadani  
(17180008)

has been defended in front of the board of examiners at the date of and declared PASS accepted as the requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department, Faculty of Education and Teacher Training.

The Board of examiners

Signatures

Ima Mutholliatil Badrivah, M.Pd  
NIP. 198312172023212017

(Chairman)



Dr. Alam Aji Putera, M.Pd.  
NIP. 1989042120150201153

(Secretary)



Prof. Dr. Hj. Like Raskova O, M.Ed  
NIP. 197410252008012015

(Main Examiner)



Approved by,

The Dean of Teacher Training Faculty

The State Islamic University Maulana Malik Ibrahim Malang



Prof. Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

CS Dipindai dengan CamScanner

## STATEMENT OF ORIGINALITY

The Undersigned,

The Undersigned,

Name : Putri Sahriyah Rahmadani  
Student's ID : 17180008  
Departement : English Education  
Faculty : Faculty of Education and Teacher Training

I declare that the thesis undertaken to fulfill the requirements for a bachelor's degree is original research conducted for the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State University Malang. All theories and findings that do not belong to me are something that has been acknowledged by experts. As for the Theoretical Contribution and findings in this thesis, this is my original work and has never been published or submitted for any type of degree at other universities.

If later, this thesis is spread and contains plagiarism from the research results of other researchers, I will gracefully accept all kinds of sanctions from the university no matter what happens.

Malang, 10/12/2023



Putri Sahriyah Rahmadani

## **DEDICATION**

I sincerely want to dedicate my research to my parents, my mother Sushartiningsih and my father Setyonughroho and my aunt who have been very helpful in supporting me in every path I choose. And giving me sincere love and affection so that I can complete this research.

And I also want to thank all the teachers who have guided me to this who i am right now, as well as to my friends and best friend especially those who really helped me in this research process.

And lastly I want to thank myself, thank you for being enthusiastic and not giving up in the process of completing this research even though there were many trials that came, and thank you for trying your best to complete it.

## **MOTTO**

The Journey of a Thousand miles begins with a single step.

So you fall, you learn, you'll grow up.

-Ash Alves-



## THE OFFICIAL ADVISORS' NOTE

Dr. Alam Aji Putera, M.Pd.  
Lecturer of Faculty of Education and Teacher Training Maulana Malik Ibrahim  
State Islamic University Malang.

---

### THE OFFICIAL ADVISORS' NOTE

Malang, December 10, 2023

Hal. : Thesis of Putri Sahriyah Rahmadani  
Lamp : 3 (Three) Copies

The Honorable,  
To the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim  
State Islamic University of Malang  
In  
Malang

*Assalamu 'alaikum Wr. Wb*

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow:

Name : Putri Sahriyah Rahmadani  
Student ID Number : 17180008  
Department : English Education  
Skripsi : The Use Of English Lyrics Song To Improve Students  
Listening Comprehension At Eighth Grade Of Junior High School Of  
Walisongo Gempol

therefore, we believe that the thesis i has been approved by the advisors for further approval by the board of examiners.

Advisor,



**Dr. Alam Aji Putera, M.Pd**

**NIP. 1989042120150201153**

## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Assalamu' alaikum Wr.Wb

Alhamdulillahirobbil 'alamin, all praises to Allah SWT who always gives mercy and guidance on researchers during the process of completing the research to fulfill the graduation paper. Praise and thanks are also addressed to the Prophet Muhammad SAW who has guided researchers to the truth. Of course this research would not have been completed without the support, assistance, suggestions, encouragement from several people closest to me and from institution .

Therefore, as a researcher, I would like to express my special thanks to:

1. Prof. Dr. H.Zainuddin, MA. as a Rector of UIN Maulana Malik Ibrahim Malang
2. Dr. H. Nur. Ali, M.Pd. as a Dean of faculty of Education and Teacher Training UIN Maulana Malik Ibrahim Malang.
3. The Head of English Education Department, Prof. Dr. H. Langgeng Budianto, M.Pd. and all the beloved lecturers in English Education Department.
4. To the writer's Advisor, Dr. Alam Aji Putera, M.Pd.
5. To the writer's life, her beloved parents and family especially my husband and my son Ceisya and Fatih..
6. To my best partners Devina Rosyida, Ika Suci, Nuril umami, Avid Dea and everyone i cannot mention for the contributions.
7. To My classmates of TBI 2017 for unforgettable moments during these last four years.
8. To all of the EFL learners at English Education Departement of UIN Malang for their cooperation and participation.
9. And every one whose name cannot be mentioned one by one.

I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect. Therefore, any criticism, ideas and suggestions for its improvement will be greatly appreciated.

Malang, 10 December 2023

The Writer

A handwritten signature in black ink, appearing to read 'Putri SahriyahRahmadani', with a date '10/12' written to the right of the signature.

Putri SahriyahRahmadani

## ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on joint decision of the Minister of Religion of the Republic of Indonesia and The Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows :

ا	=	<b>a</b>	ز	=	<b>Z</b>	ق	=	<b>q</b>
ب	=	<b>b</b>	س	=	<b>S</b>	ك	=	<b>k</b>
ت	=	<b>t</b>	ش	=	<b>Sy</b>	ل	=	<b>l</b>
ث	=	<b>ts</b>	ص	=	<b>Sh</b>	م	=	<b>m</b>
ج	=	<b>j</b>	ض	=	<b>Dl</b>	ن	=	<b>n</b>
ح	=	<b>h</b>	ط	=	<b>Th</b>	و	=	<b>w</b>
خ	=	<b>kh</b>	ظ	=	<b>Zh</b>	ه	=	<b>h</b>
د	=	<b>d</b>	ع	=	<b>'</b>	ء	=	<b>`</b>
ذ	=	<b>dz</b>	غ	=	<b>Gh</b>	ي	=	<b>y</b>
ر	=	<b>r</b>	ف	=	<b>F</b>			

### A. Long Vowel

Vowel (a) panjang = â

Vowel (i) panjang = î

Vowel (u) panjang = û

### B. Diphthong

آو = Aw

آي = Ay

أو = U

أى = I

## TABLE OF CONTENTS

	<b>Pages</b>
<b>RESEARCH PROPOSAL</b> .....	Error! Bookmark not defined.
<b>APPROVAL</b> .....	<b>ii</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>iii</b>
<b>APPROVAL SHEET</b> .....	Error! Bookmark not defined.
<b>LEGITIMATION SHEET</b> .....	<b>iv</b>
<b>STATEMENT OF ORIGINALITY</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>THE OFFICIAL ADVISORS' NOTE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>ARABIC TRANSLITERATION GUIDELINES</b> .....	<b>xi</b>
<b>TABLE OF CONTENTS</b> .....	<b>xii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF FIGURES</b> .....	Error! Bookmark not defined.
<b>LIST OF APPENDICES</b> .....	Error! Bookmark not defined.
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Research Objective .....	5
C. Research Question .....	5
D. Significance of Study .....	5
E. Limitations of the Study .....	6
F. Definition of Term .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>8</b>
A. Listening.....	8
1. Definition of Listening .....	8
2. Types Of Listening .....	9
3. Listening Problem.....	11
4. Strategies Of Listening .....	12
5. Process Of Listening.....	13
B. Song.....	15
1. Definition of Song.....	15
2. The Basic Elements of Song.....	16
3. The Advantages in Using Song for Listening .....	18
C. Definition of Listening.....	19
D. Listening Comprehension.....	19
E. Strategies of Listening .....	21
F. Ways To Improve Listening Skill .....	22
<b>CHAPTER III METHODOLOGY</b> .....	<b>23</b>
A. Research Design.....	23

1. Planning .....	24
2. Action .....	24
3. Observation.....	25
4. Reflection.....	25
B. Research Subject.....	25
C. Research Location.....	25
D. Data and the Source of Data.....	25
E. Research Instruments .....	26
1. Observation .....	26
2. Test .....	26
3. Documentation .....	27
F. Data Analysis Technique.....	27
1. Test .....	27
2. Analyzing student’s improvement.....	28
G. Research Stages .....	29
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>30</b>
A. Description of the data .....	30
1. The Result of Pre-Test.....	30
2. Cycle I.....	32
3. Cycle II.....	35
B. Discussion .....	40
C. Research result .....	41
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
A. Conclusion .....	43
B. Suggestions .....	43
<b>REFERENCES.....</b>	<b>45</b>
<b>APPENDICES .....</b>	<b>48</b>

## LIST OF TABLES

Table 3. 1. Assessment Rubric .....	28
Table 4. 1. Pre Test Table] .....	30
Table 4. 2. Post-test Cycle I .....	34
Table 4. 3. Post-test Cycle II .....	37
Table 4. 4. Comparison Of Cycle I and Cycle II .....	40

## ABSTRAK

Putri Sahriyah Rahmadani (2023). *Menggunakan Lagu Bahasa Inggris dalam Meningkatkan Keterampilan Mendengarkan Siswa pada Kelas VIII di SMP Walisongo Gempol*. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Alam Aji Putera, M.Pd

---

### **Kata kunci : English song, Listening Skill**

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan mendengarkan siswa dengan menggunakan lagu bahasa Inggris pada kelas VIII di SMP Walisongo Gempol. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Subjek penelitian ini sebanyak 29 siswa yang terdiri dari 16 siswa perempuan dan 13 siswa laki-laki. Pengumpulan data dilakukan dengan menggunakan observasi kegiatan dan tes.

Data pada siklus pertama menunjukkan rata-rata skor sebesar 68,62 dengan persentase siswa yang lulus standar skor sebanyak 24,13%. Sedangkan pada siklus kedua diperoleh jumlah rata-rata skor sebanyak 80,48 dengan persentase siswa yang lulus standar skor sebanyak 93,10%. Selain itu, berdasarkan observasi menunjukkan bahwa keterampilan mendengarkan siswa masih kurang dan beberapa siswa masih belum terlalu jelas mendengarkan lagu yang diputar dengan baik. Namun, pada siklus kedua siswa menunjukkan bahwa mereka telah bisa meningkatkan keterampilan mendengarkan dengan menggunakan lagu Bahasa Inggris.

Hasil dari penelitian ini menunjukkan bahwa telah adanya peningkatan dalam pembelajaran listening dengan menggunakan lirik lagu di SMP Walisongo Gempol.



## ABSTRACT

Putri Sahriyah Rahmadani (2023). Using English Songs to Improve Students' Listening Skills in Class VIII at Walisongo Gempol Middle School. English Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Supervisor: Dr. Alam Aji Putera, M.Pd

---

**Keywords: English song, Listening Skill**

The aim of this research is to determine the improvement in students' listening skills by using English songs in class VIII at SMP Walisongo Gempol. This research uses the Classroom Action Research (PTK) method. The subjects of this research were 29 students consisting of 16 female students and 13 male students. Data collection was carried out using activity observations and tests.

Data in the first cycle showed an average score of 68.62 with a percentage of students who passed the standard score of 24.13%. Meanwhile, in the second cycle, the average score was 80.48, with the percentage of students who passed the standard score being 93.10%. Apart from that, observations show that students' listening skills are still lacking and some students still cannot clearly hear the songs being played well. However, in the second cycle students showed that they had been able to improve their listening skills by using English songs.

The results of this research show that there has been an increase in listening learning using song lyrics at Walisongo Gempol Junior High School.

## مستخلص البحث

استخدام الأغاني الإنجليزية لتحسين مهارات الاستماع لدى الطلاب في الصف. الأميرة سحرية الرحمداني  
تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، الثامن في مدرسة واليسونجو جيمبول المتوسطة  
علام آجي بوتيرا. المشرف: د. جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج

---

المفتاحية: الأغنية الإنجليزية، مهارة الاستماع الهدف من هذا البحث هو تحديد مدى تحسن مهارات  
الاستماع لدى الطلاب باستخدام الأغاني الإنجليزية في الصف الثامن في مدرسة والي سمبيلان  
كان موضوع هذا البحث تسعة. يستخدم هذا البحث منهج البحث الإجرائي الصفي. جيمبول الإعدادية  
تم جمع البيانات باستخدام ملاحظات النشاط. وعشرون طالبا منهم ستة عشر طالبة وثلاثة عشر طالبا  
أظهرت بيانات الدورة الأولى متوسط درجات ثمانية وستين فاصل اثنين وستين، وكانت. والاختبارات  
%نسبة الطلاب الذين اجتازوا الدرجة المعيارية أربعة وعشرون فاصل ثلاثة

أما في الدورة الثانية، فقد بلغ متوسط الدرجات ثمانين نقطة واثنين وأربعين، وكانت نسبة  
ويعتبر النظر عن ذلك، تظهر الملاحظات أن %الطلاب الذين اجتازوا الدرجة المعيارية ثلاثة وتسعين  
مهارات الاستماع لدى الطلاب لا تزال مفقودة وأن بعض الطلاب ما زالوا غير قادرين على سماع  
ومع ذلك، أظهر الطلاب في الدورة الثانية أنهم تمكنوا من تحسين. الأغاني التي يتم تشغيلها بشكل جيد  
تظهر نتائج هذا البحث أن هناك زيادة في تعلم. مهارات الاستماع لديهم باستخدام الأغاني الإنجليزية  
الاستماع باستخدام كلمات الأغاني في مدرسة والي سمبيلان جيمبول الإعدادية. مستخلص البحث

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher will explain the reason for conducting the research, including the background of the research, identification of the problem, research questions, research objective, significant of the research, limitation of the research, and definition of the key terms.

### **A. Background of the Study**

Language has a natural and communicative nature, meaning that language teaching aims to improve communication skills. English is a means of communication either through conversation or writing. English aims to develop students' communication competence and understanding of the relationship between language and culture. The competencies that must be conveyed to students include the four components: listening skills, speaking skills, reading skills, and writing skills. Each skill is closely related to other skills (Tarigan, 2020).

Moreover, in this global competition, global market, global communication, and digitation era, mastering an international language is a must. As one of the international languages, English can connect people from different nations and countries because it is the most widely used communication internationally. It makes English becomes Lingua Franca. Besides that, almost all science and technology are packaged in English. So, to absorb science and technology, we must master English, both spoken and written well. Akbari

(2015) explained that "English is a language that many people consider as an international language. Proficiency in this language can provide opportunities for work, travel, higher education, and at the same time, a better life. So having good English will open the possibility of having a better life and career journey.

The Indonesian government also emphasizes the importance of English by requiring the students to learn English from elementary to tertiary level. Indonesian government introduces English as the first foreign language used in Indonesia (Chairina, 2019). English is included in the curriculum and becomes a compulsory subject in elementary, junior, and senior high schools. It has a great opportunity to be used as the language of instruction in several schools in Indonesia. More than that, as has been stipulated in Law no. 20 of 2003 article 33 paragraph (3), which stipulates that "Foreign languages can be used as the language of instruction in certain educational units to support the foreign language skills of students." The point is a policy intended to encourage mastery of foreign languages because the demands of necessity are appropriate.

Due to the government policies about the importance of English SMP Walisongo Gempol also obligates the students to learn English. The students are taught four English skills, those are writing, speaking, reading, and listening. Anyhow several problems occur during the English teaching and learning process. Since the school is located in the Islamic boarding school area, the institution sets a rule in which the students cannot carry their electronic gadgets such as cellphones and laptops. This rule affects the teacher's way of teaching and the students' motivation in learning English. The teacher applies traditional method in teaching even though the explanation conveyed by the teacher is clear and understandable.

However the students feel bored and lose their enthusiasm for learning. The English teacher said that at the school, More students sleep than pay attention to the teacher explanation during learning process. It leads the students' score decline. English has an important role in obtaining information, knowledge, arts, culture, and communication tools in international languages. Therefore, English is a crucial subject in school.

The problems above are mostly caused by the lack of students' listening comprehension. For them, listening is the most difficult skill to be mastered. Whereas, mostly, listening is needed in every activity and conversation in the class. In the teaching and learning process, students must listen to teacher's explanation to get new information and to give responds to the teacher. Besides that, listening is also one of the keys to get knowledge, understanding concepts, or information that has been spoken by the teacher. In fact, teaching listening is not easy to do. Because this is an internal process that cannot be observed directly. Therefore, it will be more difficult for the teacher to know whether the students understand or not. Sometimes, students do not want to ask the teacher what they have not understand and do not know in class. So, the teacher could not help students explain much dealing with students' problems, especially in listening.

Many schools or educational institutions face the same problems as SMP Walisongo in teaching and learning English. Therefore, researchers chose this learning method to provide more interesting and more understandable learning in listening learning. Many previous researchers have overcome this problem, including Khaira Rizka (2021), who says that using English songs is an effective way to improve oneself. Students' ability to master listening skills. From the

students' initial test results from the experiment. In the experimental class, the mean scores of the pre-test were 59.5 and 86.10 for the post-test. Meanwhile, after being taught using English Pop Songs, the students' scores in the experimental class were higher, namely 86.10. This shows that teaching listening using pop songs in English can improve students' listening skills.

According to Miranty et al. (2018), the use of English pop songs effectively improves students' listening skills, and teachers can use English songs as a medium to help students' difficulties, especially in terms of listening and also improving their listening skills. Based on the study results, It can be conclude that students who were taught with English pop songs media had better performance. We can see this from the data analyzed using the t-test to test this study's hypothesis at the 5% significance level. The results of the data that the use of English songs lyrics in learning English, especially listening comprehension, has a positive effect on learning English. Students can create a good class atmosphere; Students can feel happy, relaxed, and interested in the learning process.

Previous researchers have conducted many studies by using English songs in English teaching and learning. But it does not rule out that the distinctions of the setting, subject, focus, and variable of the study will lead different result. Hence, the researcher intends to conduct a research by using English pop song as a method in English learning to improve students' listening comprehension at Smp Walisongo Gempol.

So, this study aims to at explore the use of songs in teaching listening comprehension. So the researcher chose the thesis title **The Use of English Lyrics**

**Songs to improve Listening comprehension of Eighth Grade Students of SMP Walisongo Gempol** can be beneficial to do.

### **B. Research Objective**

The objective of this research is to find out whether using English song can improve significantly to the student's listening comprehension in SMP Walisongo Gempol.

### **C. Research Question**

Based on the reasearch background above, the researher was formulated as:  
How English songs can improve listening comprehension score of the students of SMP Walisongo?

### **D. Significance of Study**

The significance in this study will be useful for:

#### 1. For the students

The results of the study give students an alternative method to increase their score and to enhance their enthusiasm in learning English especially for developing listening comprehension skills and to provide new experiences in learning English.

#### 2. For the teachers

The results of the study are expected to provide several strategies or learning methods that are more creative so that students can be more enthusiastic about participating in English classes, in particular. Besides, the researcher hopes that the research results can also be used in the learning process.

### 3. For the Principals of SMP Walisongo

This study provides information to the principals about the effectiveness of this strategy so that it can be used as a foothold in making policies to improve student achievement.

### 4. For the future researcher

The results of the study can inspire future researchers to conduct a research on the same topic with different subjects of study, other genres of music, or different innovation in the application of teaching English using pop song.

## **E. Limitations of the Study**

This study can describe the data about using English songs to improve students' skills in listening comprehension of English to eighth-grade students through English pop songs, and the problems that the students face in learning activity.

This research leads to a class of eighth-grade students of SMP Walisongo Gempol. This study uses a formal situation setting in which the English teaching and learning process is directed. This study focuses on the English class, especially listening skill.

## **F. Definition of Term**

To avoid misconceptions about keywords and key concepts of the study, researchers define some terms found in the following headings:

### 1. Listening



According to Field (2010) Listening is an important skill for people who learn English, because in oral communication, if we do not listen to the speaker and understand them, we cannot communicate with each other.

## 2. Listening Comprehension

According to Hamouda (2013) Listening Comprehension is an interactive process that involves listeners in constructing meaning. Structuring may include sound, prior understanding, grammatical structures, stress and intonation, other linguistic or non-linguistic cues, and the listener's experience of spoken input.

## 3. Song

According to Jamalus (1988), states that “songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices”.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Listening**

##### **1. Definition of Listening**

Listening is the first skill in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

According to Michael Purdy (1997: 5), listening as a linking function serves to build relationships. We build strong links with others by listening to who they are and what they mean. Listening is also our primary means of growth and intellectual development. According to Chomsky (2002:1), language is a natural object, a component of a human mind, physically represented in the brain and part of the biological endowment of the species. So, we can say that listening is receiving language through the ears that involves identifying the sounds of speech and processing them into words and sentences.

Listening is one of the most important skills you can have. It is the ability to accurately receive and interpret messages in the communication process and also defined as the key to all effective communication, because without the ability to listen effectively messages are easily misunderstood. So, we can say that

listening is the process of receiving, constructing meaning from, and responding to spoken.

There are some definitions given by linguists :

- a. According to Lorena Manaj (2015: 31) listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.
- b. According to Brown (2004: 118) listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom.
- c. Nation and Jonathan (2009: 37) “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”.

Based on the definitions above, the researcher concludes that listening is an activity that is carried out by someone by hearing a sound and finding out the meaning of what has been heard.

## **2. Types Of Listening**

In listening we are doing so for many different reasons depending upon the goals in which we are trying to achieve. According to Brown (2004: 120), there are four different types of listening that are essential to know when deciding what your

goal as the listener is. There are appreciative listening, emphatic listening, comprehensive listening, and critical listening.

a. Appreciative Listening

This type thinks about the music you listen to, because you usually listen to the music because you enjoy it. The same can be said for appreciative listening when someone is speaking. Some common types of appreciative listening can be found in sermons from places of worship, from a motivational speech by people we respect or hold in high regard, or even from a standup comedian who makes us laugh.

b. Empathic Listening

This type of listening you are trying to identify with the speaker by understanding the situation in which he/she is discussing. Your goal during this time is to focus on the speaker, not on yourself.

c. Comprehensive Listening

This type is about watching the news, listening to a lecture, or getting directions from someone, you are listening to understand or listening to comprehend the message that is being sent. This process is active, for example in the class, you should be focused, possibly taking notes of the speaker's main ideas. Identifying the structure of the speech and evaluating the supports he/she offers as evidence. This is one of the more difficult types of listening because it requires you to not only concentrate but to actively participate in the process.

d. Critical Listening

This type is about listened closely to the salesperson when you went to compare brands. Or perhaps your best friend is telling you about some medical tests

he/she recently had done. Critical listening is listening to evaluate the content of the message. As a critical listener you are listening to all parts of the message, analyzing it, and evaluating what you heard.

### **3. Listening Problem**

According to Azmi, et. al. (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, length and speed of listening.

#### **a. Quality of Recorded Materials**

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

#### **b. Cultural Differences**

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension.

#### **c. Accent**

According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening

comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

#### d. Unfamiliar Vocabulary

According to Azmi et. al. (2014), when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

### **4. Strategies Of Listening**

According to Vishnawath Bite (2013, 3), listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input, there are top-down and bottom-up.

#### a. Top-down strategies are listener based

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include :

- 1) listening for the main idea.

- 2) Predicting.
  - 3) Drawing inferences.
  - 4) Summarizing.
- b. Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include :
- 1) Listening for specific details
  - 2) Recognizing cognate
  - 3) Recognizing word-order patterns

## **5. Process Of Listening**

According to Vishwanath Bite (2013: 2-3) the process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

### **a. Step 1 - Hearing**

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

### **b. Step 2 - Understanding**

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only

words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Step 3 - Remembering

Remembering is important for listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

d. Step 4 – Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Step 5 – Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Based on the explanation above, to listen means that we need to make a conscious effort not to just hear what people are saying but to take it in, digest it



and understand. Not only does listening enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people.

## **B. Song**

### **1. Definition of Song**

According to Simms (1993), a song with lyrics, rhythm, melody, harmony, and expression is part of a short movement in music. Songs are musical arrangements that are sung from several lyrics and for many voices and short poems. In other words, it shows that a song is a collection of beautiful words in which there is a message to be conveyed to others and presented with beautiful music. Songs can support themes such as stories, advice, study, religion, environment, universe, love, happiness, and sadness.

Some interpret the song that is Utami (2002), stating that the song is a short musical work with lyrics sung by all. The majority of people like songs. The song is claimed to be like magic. Only by listening to songs can people cry, laugh, be sad, or upset. They can also learn many things from songs, such as history and new words. Based on the factors above, we think songs can be used in language learning as an alternative. A song is not just a word or sentence that contains nonsense but has a message of its own.

Therefore, songs are not only beautiful words that are arranged into a sentence that contains a message given by the songwriter, but the song is the art of tone or sound in a sequence, a combination in a temporal sequence that is usually accompanied by a musical instrument to produce a rhythm or sound—rhythmic

called song. According to the Oxford dictionary, songs are a small part of the music. Music greatly influences and enhances our trends and lifestyle. This means that music or songs have a big influence on our feelings and energy levels. Without thinking about it, we use music to create an atmosphere of desire, make us happy, enjoy movement and dance, energize, restore strong memories, and help us go through many important experiences.

## **2. The Basic Elements of Song**

The essential elements of a song that we must understand, they are:

### **a. Melody**

Melody is a series of tones (vibrations with regular vibrations) that are heard sequentially and together with the expression of ideas harmonious in a tonal arrangement of terms. The main elements of a melody are duration, pitch, and quality (timbre, texture, and loudness). A tune consists of one or more musical phrases and is usually repeated throughout the song or work in various forms.

### **b. Rhythm**

Any regular recurring motion, symmetry is a movement marked by the controlled succession of strong and weak elements, or of opposite or distinct circumstances. Rhythm is the timing of musical sounds and silences. While rhythm most frequently refers to sounds like music and spoken language, it is also possible to refer to the visual presentation as "timed movement through space."

### c. Lyrics

Lyrics are just words in the song, a supplement to the song and a component of the musical elements that describe the theme, role, and mission of the song and the lyrics of the song text role. According to Vosahlik (2016), Apart from the words of a song, lyrics have an additional meaning, namely "a short poem that expresses the personal thoughts and feelings of the person who wrote it.". Hence, lyrics are an expression of someone's feelings or thoughts that are written in a song.

Based on the general guidelines for doing songs in class, the researcher applied those guidelines to be teaching procedure as follows :

#### 1) Pre-Listening

- a) Tell the students about the goal for every listening to the song activity by stating a purpose. It will give students guidance to know where to focus.
- b) Ask some questions to the students about their personal experiences with the topic and asking their favorite song.
- c) Give an example of songs and playing the song in the class, so that the students can listen the song and begin to absorb the tune and rhythm.

#### 2) While Listening

- a) Give the students a worksheet of the song chorus and ask them to fill the empty lyrics.
- b) Ask the students to check their answer together with the teacher in order to know the wrong answers.
- c) Ask the students to read the lyrics aloud together with the teacher in order to give them a correct pronunciation.

d) Play the song again and try to find out the main idea of the song lyrics together with the teacher.

### 3) Post-Listening

a) Ask the students to find out the unfamiliar vocabulary and also ask them to find the meaning through dictionary.

b) Ask the students to find the meaning of the song lyrics together with the teacher.

c) Ask the students whether there is any difficulty in teaching and learning process.

### **3. The Advantages in Using Song for Listening**

According to Pratiwi (2018), there are many advantages in using songs in the language classroom as follows :

1. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere.
2. Songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input.
3. Every song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input.
4. Songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used.

### **C. Definition of Listening**

According to Field (2010), Listening is an essential skill for someone who is learning English because, in learning, we can communicate with one another. In education, we often have to listen to people who speak English so that they are familiar with the sentences to get new vocabulary. Not only listen to people speaking English, but you can also listen to songs and watch movies in English.

According to Paul and Jonathan (2008), Listening is a skill that has a close relationship with speaking. In the early stages of language development listening to the main focus is knowledge of other languages. Listening is the initial ability we have when we talk and talk about a continuous relationship with listening. Because when we listen to other people, we get new words or sentences to practice what we hear.

According to Brown in Bozorgian (2012), Listening is the main skill in language learning. However, Listening is the essence of language learning, but it is very minimal to learn and understand because it is often ignored. Most people find this skill easy to perform. Although these listening skills are the least studied, they are the most widely used skills. According to Holden (2004) that most people spend their time on listening skills. Because skills are more often used in daily activities.

### **D. Listening Comprehension**

According to Jack (2008), listening comprehension is a general way of thinking about the essence of listening. Literally, listening with listening comprehension is almost the same. However, listening leads to an important

assumption of second language learning in facilitating the understanding of spoken speech.

Listening comprehension is a kind of receptive ability in oral mode. When we talk about the true meaning of what we say in our native language, listening and understanding what we hear, we have all the skills and background knowledge needed to understand what we hear, so we may not know how complicated the process is.

The general aim of listening is obviously to understand a message. Effective listening requires the ability to coordinate and recall what is conveyed because the listener needs to comprehend the message or news as it is presented. To acquire sense, listen then requires giving conscious attention to the sounds. Adequate attention, or focus, must be provided to the message to supersede be heard and all other conflicting sounds.

According to Lund (1990), this type of comprehension was divided into several, namely comprehension of the main idea, full comprehension, and detailed comprehension. From comprehension, the main idea is an understanding that involves the message's accuracy and leads to vocabulary recognition. Comprehension of more details leads to more specific information; this comprehension can be done independently, unlike comprehension of the main idea. However, when the listener knows directly what information is being heard. Full comprehension, which is the goal of listening instruction, involves comprehension of the whole message, main ideas, and details.

## **E. Strategies of Listening**

Listening The listening strategy is a direct technique for understanding and remembering listening input. These strategies can be grouped based on how the listener carries out a process by applying Top-Down and Bottom-Up learning strategies. Top-Down strategy leads to active meaning based on guesswork, withdrawals, goals, and other relevant knowledge. However, with the Bottom-Up strategy, listening is more directed at grammar and word meaning.

According to Gebhard (2000), information processing is divided into two categories, namely bottom-up processing, and top-down processing. The scheme is connected to the experience of the listener daily about the topic being heard. Listening teaching has five basic principles, according to Helgesen (2003), such as:

1. Provide learning to students about information processing (Bottom-Up and Top-Down).
2. Provide learning to students about various types of listening.
3. Provide learning from various tasks.
4. Provide consideration about the level of difficulty and authenticity of a text.
5. Provide learning various types of listening learning strategies and responding, evaluating, clarifying, monitoring, guessing, and drawing conclusions.

From the explanation above, the learning that can be given to students in improving listening comprehension skills is by teaching students Top-down and Bottom-up strategies to easily build knowledge from daily experiences and understand new grammar and vocabulary.

## **F. Ways To Improve Listening Skill**

According to Vishwanath (2013: 5-6) here are some of the tips which can help the person to improve his Listening skill:

1. Face the speaker, means you should sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact to the degree that you all remain comfortable.
3. Minimize external distractions, means that if your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation. For example turn off the TV, put down your book or magazine.
4. Focus on what the speaker is saying Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.



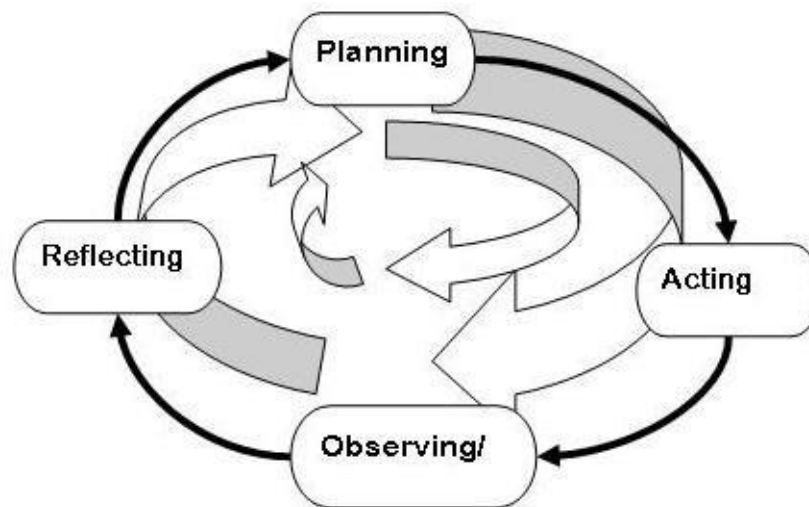
## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The research design is Classroom Action Research (CAR). It meant that action research was conducted in a classroom to increase the quality of learning teaching practices. On the other hand, it could be defined that it is an action that is done to solve a problem in the classroom. Therefore, this research purposed to solve the problem of improving listening skills.

Classroom Action Research is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collected both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings were explained or further probed in this design.<sup>1</sup> Sudaryono in his book said that Classroom Action research firstly introduced by Kurt Lewin in 1946 and developed by Stephen Kemmis, Robin Mc Taggart, Jhon Elliot, Dave Ebbutt and others. Sudaryono state that classroom action research is a qualitative research conducted by the teacher to solve teaching-learning problem with the aim to improve the learning quality.<sup>2</sup>



**Figure 3. 1.**  
**Concept of Kurt Lewin Action Model**

Based on figure above, the first thing to do is a planning something before carrying out the learning process, carry out acting in the learning process, make observing on actions that have been taken in the learning process, and reflecting on the results learning so that they can do more mature planning. These four stages are repeated every cycle.

### **1. Planning**

In planning this research, the researcher is going to prepared the lesson (RPP), media, and research instrument. There are 2 cycles in this study, and each cycle has 3 meetings. And 1 RPP in 3 meetings.

### **2. Action**

This research will be implement in English subject in class VIII SMP Walisongo by using English songs in improving listening skill. In this study, researchers used 2 songs in 2 cycles and also used songs with the theme of life with slow song types.

### **3. Observation**

The observation will be done at the same time as the learning process by using the observation sheet which was provided by the researcher.

### **4. Reflection**

Reflecting is going to be done by reviewing and summarizing the result of observation, analyzing the action and notes taken by the researcher during the research process.

### **B. Research Subject**

The subjects in this study were students of class VIII SMP Walisongo Gempol, totaling 29 students consisting of 13 males and 16 females. The reason the researcher chose this class was because it was recommended by the teacher and students in class VIII A had never learned to use English songs to improve students' listening skills.

### **C. Research Location**

The location of this research is SMP Walisongo Gempol Jl. Viaduk Gempol no 04 Gempol Pasuruan

### **D. Data and the Source of Data**

The data in this research are quantitative and qualitative data forms. Quantitative data were collected from pre-test and post-test. Qualitative data was obtained from the observation guidelines of teacher activities and student

activities. In this case, the researcher is involved in the learning process as a teacher while the English teacher is the observer. In addition, data is also obtained from field notes to collect information to complete the data.

## **E. Research Instruments**

### **1. Observation**

Observation is used to collect data by observing events that occur in the research process. In carrying out observations, researchers will follow the learning process and determine that the learning process uses English songs in accordance with the stages.

### **2. Test**

Test is the instrument to measure the students' progress in every step during the research. As stated by Brown, a test is a method of measuring a person ability, knowledge, or performance in a given domain.<sup>4</sup> The test instruments used in this study were pre-test and post-test. Pre-tests will be given at the beginning of the study to determine student responses about the learning process before getting treatment. The purpose of this test is to measure students' listening skill about the use of English songs in class. While the post test will be given at the end of the study to see whether students' listening ability have improved significantly or need treatment. This test will assist researchers in measuring student improvement. The test used is fill in the gaps lyrics. Where researchers provide songs and song lyrics that have been emptied some of the lyrics then students listen to the song and complete the lyrics are emptied.

### 3. Documentation

Documentation is used to obtain an overview of the activities of students in class during the learning process. Documentation in the form of tools or media, student grades before and after research, photographs and so on that are considered important.

### F. Data Analysis Technique

Data analysis is the process of systematically knowing and organizing research results. In this study, researchers used descriptive qualitative analysis to analyze data. Qualitative descriptive analysis is a method of research analysis that describes factual data as real as the data that researchers obtain. The data analysis techniques in this study are as follow:

#### 1. Test

The result of the test was be calculated by finding the average value. The formula is as follow:

$$X = \frac{\sum x}{\sum N}$$

Notes:

X : Mean/ Average

$\sum x$  : The sum of student's score

$\sum N$ : Total students

The criteria of observation were as follow:

- a. Poor = 20%
- b. Fair = 21% -40%
- c. Average = 41% -60%

d. Good = 61%-80%

e. Excellent = 81%-100%

**Table 3. 1.**  
**Assessment Rubric**

	<b>Poor (20)</b>	<b>Fair (21-40)</b>	<b>Average (41-60)</b>	<b>Good (61-80)</b>	<b>Excellent (81-100)</b>
Comprehension					
Ability to focus					
General understanding					
Listening for details					
Accuracy of answer					

EFL : Listening Assessment and Ita Adrayani Syam in Tes dan Penilaian dalam Listening

## 2. Analyzing student's improvement

Based on the learning process, researcher believe that the use of English songs can improve students' listening skills well if students are able to meet the achievement indicators of learning success at least 75%. The formula for calculating the percentage of successful learning is:

$$P = \frac{\sum x}{\sum N} \times 100\%$$

P : Percentage

$\sum x$  : The sum of student's that succeed

$\sum N$  : Total students

## G. Research Stages

The research stages that the researcher going to conduct as:

1. Pre-Cycle at this stage, the researcher will take an initial test to measure students' listening skills before treatment. Based on these observations researchers can find out the difficulty of students in listening skills.
2. Treatment, an effort to increase student motivation in listening skills. There will be two cycles in this step:
  - a. Cycle 1
    - 1) Planning, make a plan what is need and what will be done in action, and make a lesson plan (RPP).
    - 2) Actions, applying of songs activity in improving listening based on the lesson plan.
    - 3) Observation, observing the situation and condition during the action by using the observation sheet.
    - 4) Reflection, analyzing to know the effect of action and fixing the planning for the next cycle.
  - b. Cycle 2
    - 1) Planning, identifying the problem from action 1 and deciding the problem solving
    - 2) Actions, doing the program of action 2
    - 3) Observation, collecting data in action 2
    - 4) Reflection, evaluation of action 2
3. Post-test, to know the score of students' listening skill after giving the treatments.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter is presents and discusses data description and data analysis and discussion.

#### A. Description of the data

##### 1. The Result of Pre-Test

Pre-Test Learning begun with the administration of the first test by the researcher. The implementation of the learning process in the pre-cycle is still going on conventionally, which is still using easy songs.

The pre-test had been done before implementing the Classroom Action Research (CAR). It was conducted on November 23, 2023 it start from 07.30 am until 09.00 am. The pre-test was used to measure students listening comprehension skill.

**Table 4. 1.**  
**Pre Test Table]**

No	Students Name	Score	Explanation	Categories
1.	ON	60	Not Complete <75	Average
2.	AIK	60	Not Complete <75	Average
3.	CDA	50	Not Complete <75	Average
4.	FHI	30	Not Complete <75	Fair
5.	POU	65	Not Complete <75	Good
6.	BNU	60	Not Complete <75	Average
7.	MWA	70	Not Complete <75	Good
8.	RIO	65	Not Complete <70	Good
9.	MVM	55	Not Complete <70	Average
10.	PER	65	Not Complete <70	Good
11.	TRP	80	Complete >75	Good
12.	SWN	75	Not Complete <75	Good
13.	RAE	65	Not Complete <75	Good



No	Students Name	Score	Explanation	Categories
14.	SYO	90	Complete >75	Excellent
15.	DAI	90	Complete >75	Excellent
16.	FN	60	Not Complete <75	Average
17.	YMO	70	Not Complete <75	Good
18.	BN	70	Not Complete <75	Good
19.	ARY	70	Not Complete <75	Good
20.	DI	90	Complete >75	Excellent
21.	SAN	40	Not Complete <75	Fair
22.	NIS	55	Not Complete <75	Average
23.	NFJ	65	Not Complete <75	Good
24.	RYL	50	Not Complete <75	Average
25.	SS	55	Not Complete <75	Average
26.	TRPM	40	Not Complete <75	Fair
27.	MAD	60	Not Complete <75	Average
Total		1.765		
High Score		90		
Lowest Score		30		
Average Score		60,86		

Formulation:

$$x = \frac{\sum x}{\sum N}$$

Notes:

X : Mean/ Average

$\sum x$  : The sum of student's score

$\sum N$  : Total students

$$P = \frac{\sum \text{sum of student' score}}{\text{Total students}} \times 100\% = \frac{1.765}{29} = 60,86 \%$$

To find out the classical values of students are used :

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{4}{29} = 13,79\%$$

Based on the data above, it can be concluded that of the 29 students, who reached completeness as many as 4 students. So as to achieve mastery learning in English subjects with the use of English songs to improve listening skills in SMP Walisongo Gempol in the pre test only with an average value.

## **2. Cycle I**

The implementation of the cycle I was carried out on November 26, 2023 at 10.20-11.40 WITA using planning, implementation, observation and reflection. The implementation of the cycle I is the researcher acting as a teacher in class 8A.

### **a. The Planning**

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle I, that is :

- 1) Creating a Learning Implementation Plan with a time allocation of 2 lesson hours.
- 2) Create a student attendance list format and Grades list.
- 3) Make student observation sheets.

### **b. Acting**

For the implementation of this stage, the first thing to do is make the lesson begin with prayer, then continue with the presence of students. After that the researcher explained the material about My Uncle Zookeeper for 15 minutes. After the students understood the material the researcher gave questions to students about animal habits for 20 minutes. After that the researcher checks the question by pointing students and writing their answers on the board.

Next, the researcher gave a problem using an English song with the title Baby Animal that was related to the material by filling in the blank lyrics, but before that the researcher explains about filling in the blank lyrics again. After the song ends, all students fill in the blank lyrics. Then the researcher gathers the results of the questions given. This activity lasts for 15 minutes.

Allocation of time remaining for 30 minutes is used to evaluate cycle I to students. The evaluation is in the form of writing. The researcher plays back the song given and the students write the words or sentences they hear without looking at the lyrics. Evaluation is carried out to determine the level of student listening.

#### c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researchers. In the learning process takes place researchers look at developments in student activities that have occurred in students. This observation aims to be able to determine the level of listening of students when using English songs in the eyes of English language lessons.

In classroom learning activities using English songs to improve students' listening skills in English subjects run smoothly and well. Because this activity has never been given by the subject teacher in class, so that it is able to draw attention to students to follow the learning process.

The researcher gave the students test and the result can be seen in this following table:

**Table 4. 2.**  
**Post-test Cycle I**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Explanation</b>	<b>Categories</b>
1.	ON	60	Not Complete	Average
2.	AIK	80	Complete	Good
3.	CDA	60	Not Complete	Average
4.	FHI	80	Complete	Good
5.	POU	65	Not Complete	Good
6.	BNU	60	Not Complete	Average
7.	MWA	70	Not Complete	Good
8.	RIO	70	Not Complete	Good
9.	MVM	80	Complete	Good
10.	PER	65	Not Complete	Good
11.	TRP	65	Not Complete	Good
12.	SWN	70	Not Complete	Good
13.	RAE	65	Not Complete	Good
14.	SYO	70	Not Complete	Good
15.	DAI	70	Not Complete	Good
16.	FN	70	Not Complete	Good
17.	YMO	95	Complete	Excellent
18.	BN	60	Not Complete	Average
19.	ARY	65	Not Complete	Good
20.	DI	65	Not Complete	Good
21.	SAN	80	Complete	Good
22.	NIS	95	Complete	Excellent
23.	SAN	80	Complete	Good
24.	NIS	60	Not Complete	Average
25.	NFJ	50	Not Complete	Average
26.	RYL	65	Not Complete	Good
27.	SS	65	Not Complete	Good
28.	TRPM	60	Not Complete	Average
29.	MAD	65	Not Complete	Good
Total		1.990		
High Score		95		
Lowest Score		50		
Average Score		68,62		

Average value inside using the formula :

$$x = \frac{\sum x}{\sum N} = \frac{1.990}{29} = 68,62$$

Notes :

X : Average value

$\sum x$  : The sum of all student grades

$\sum N$  : Total students

To find out the classical values of students the following formula is used.

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{7}{29} \times 100\% = 24,13\%$$

Notes :

Information P : Classical completeness

$\sum$  Complete students : A large number of students who complete

$\sum$  Students : Total students

Data Analysis :

$\sum$  Percentage of student activity = 24,13%

$\sum$  Student Activity = 68,62

$\sum$  Students = 29

#### d. Reflection

Based on observation instruments during the learning process using English songs to improve Listening skill cycle I that the average activity of students is 68,62 and student presentations reach 24,13%. This is categorized as bad if viewed from the presentation scale, therefore the researcher next to cycle II to see the improving whether there is an increase or not.

### 3. Cycle II

The cycle II was carried out on December 02, 2023 in SMP Walisongo Gempol still with the same material My Uncle is Zookeeper used planning, implementation, observation, and reflection.

a. Planning

In the planning stage, the researcher prepares various things that are used in the framework of implementing the learning process in the cycle II, that is:

- 1) Creating a learning Implementation Plan for my Uncle is Zookeeper material with a time allocation of 2 lesson hours.
- 2) Create a student attendance list format and grades list.
- 3) Make student observation list.

b. Acting

For the acting of this stage, the first thing to do is make the lesson begin with prayer, then continue with the presence of students. After that the researcher explained the material for 15 minutes. After the students understood the material the researcher gave questions to students about animal habits for 20 minutes. After that the researcher checks the question by pointing students and writing their answers on the board.

Next, the researcher gave a problem using an English song with the title Fix You by Coldplay that was related to the material by filling in the blank lyrics, but before that the researcher explains again about filling in the blank lyrics. After the song ends, all the students fill in the blank lyrics. Then the researcher gathers the results of the test given. This activity lasts for 15 minutes.

Allocation time of time remaining for 30 minutes is used to evaluate cycle II to students. The evaluation is in the form writing. The researcher plays back the

song given and the students write the words or sentences they hear without looking at the lyrics. Evaluation is carried out to determine the level of student listening.

c. Observation

This observation stage is the observation stage where the researcher makes the observation phase at the time of learning. At this stage the researcher supervises the activities of students who are focused on filling in the blank lyrics. Then the researcher also supervises students who actively ask or answer questions given by researcher. In the learning process takes place researchers look at developments in student activities that have occurred in student. This observation aims to be able to determine the level of listening of students when using English songs in the English subjects.

The researcher gave the students exercise and the result can be seen in the following table:

**Table 4. 3.**  
**Post-test Cycle II**

No	Name	Score	Explanation	Categories
1.	ON	80	Complete	Good
2.	AIK	80	Complete	Good
3.	CDA	80	Complete	Good
4.	FHI	80	Complete	Good
5.	POU	75	Not Complete	Good
6.	BNU	78	Complete	Good
7.	MWA	80	Complete	Good
8.	RIO	78	Complete	Good
9.	MVM	85	Complete	Excellent
10.	PER	80	Complete	Good
11.	TRP	78	Complete	Good
12.	SWN	78	Complete	Good
13.	RAE	80	Complete	Good
14.	SYO	80	Complete	Good
15.	DAI	80	Complete	Good
16.	FN	90	Complete	Excellent

No	Name	Score	Explanation	Categories
17.	YMO	95	Complete	Excellent
18.	BN	78	Complete	Good
19.	ARY	78	Complete	Good
20.	DI	80	Complete	Good
21.	SAN	80	Complete	Good
22.	D	95	Complete	Excellent
23.	SAN	80	Complete	Good
24.	NIS	78	Complete	Good
25.	NFJ	78	Complete	Good
26.	RYL	80	Complete	Good
27.	SS	78	Complete	Good
28.	TRPM	75	Not Complete	Good
29.	MAD	78	Complete	Good
Total		2.334		
High Score		95		
Lowest Score		75		
Average Score		80,48		

The average value inside using the formula:

$$x = \frac{\sum x}{\sum N} = \frac{2.334}{29} = 80,48$$

Notes :

X : Average value

$\sum x$  : The sum of all student grades

$\sum N$  : Total students



To find out the classical values of students are used :

$$P = \frac{\sum \text{Students who have finished learning}}{\sum \text{Students}} \times 100\% = \frac{27}{29} \times 100\% = 93,10\%$$

Notes :

P : Classical completeness

$\sum$  Complete students : A large amount is complete

$\sum$  Students : Total of Students

Data Analysis :

$\sum$  Percentage of student activity = 93,10%

$\sum$  Student Activity = 80,48

$\sum$  Students = 29

#### d. Reflection

Based on observation instruments during the learning process using English songs to improve listening skill cycle II that the average activity of students is 80,48 and students presentation 93,10%. This is categorized as good if viewed from the presentation scale.

Students who completed the cycle II reached 93,10%, namely 27 people with an average value of 80.48. This certainly increased when compared to cycle I. While the average in cycle I, only increased by 24.13%. If described in the form of a comparison table between pre-cycle, cycle I, and cycle II completeness of student learning in English using English songs to improve listening skills in class 8A in SMP Walisongo Gempol, the following data are obtained:

**Table 4. 4.**  
**Comparison Of Cycle I and Cycle II**

No	The observed aspect	Completeness %		
		Pre Test	Cycle I	Cycle II
1.	Average value	60,86	68,62	80,48
2.	Students complete	13,7%	24,13%	93,10%
3.	Students have not yet finished	86,20%	75,86%	6,89%

## **B. Discussion**

In this study, researcher obtained data from students' listening skills tests in filling in gaps lyrics. This research was to find out students' listening skills in filling in blank song lyrics.

From the results of the analysis of listening skills to fill in the incomplete song lyrics of the two songs given in the VIIIA class at SMP Walisongo Gempol. Researcher analyzed it and found the results for firts with titled Baby Animals, the average value of students is 68.62 and can be classified into a good level. Meanwhile, for second song with titled Fix You the researcher found that their average score was 80.48 and could be classified as good. For the song titled Baby Animals, researcher found that the classification of student levels can be explained that there are 2 students can be classified as excellent levels, there are 20 students can be classified as good levels, there are 7 Students can be classified as average level, and for fair and poor levels there are no students included in that level. For the song with titled Fix You, the researcher found that the classification of student levels could be explained there were 4 students who could be classified as excellent, there were 25

students who can be classified as good level, and for the second song, average, fair, and poor level there are no students included in this level.

### **C. Research result**

The results obtained at the pre-test stage are an average value of 60.86 by the total 1.765 while 13.7 learning completeness from these results is known to be low scores obtained in pre-action, this is because the subject teachers are less using English songs in improvement listening skill.

The use of English songs to improve students 'listening skills in English lessons can attract students' attention. Therefore, this learning model is sometimes applied by subject teachers. Students are very fond of new things, therefore researchers saw many students who are happy and enthusiastic in teaching and learning activities then after researcher use English songs to improve students' listening skills in English lessons. The average value in the cycle I students get an increase in the average value of 68.62 with an overall value of 1.990 while the value of students' mastery learning is 24.13 in the cycle I has been categorized low. Due to the lack of use of English songs to improve listening skills of students, therefore in the cycle I has not been said to succeed. Therefore researchers and subject teachers proceed to the cycle II which aims to improve student learning outcomes.

In the cycle II, the overall average value is 80.48, the total value of 2334 increased more than the cycle I. While in students' learning completeness reached 93,10. In the cycle II, this can be categorized as high. Thus the cycle II of action has been able to improve student learning outcomes in English lessons by using English songs to improve students' listening skills.

With the use of English songs to improve listening skills of students in English language lessons to improve student learning outcomes, has succeeded in improving student learning outcomes in class VIII at SMP Walisongo Gempol.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusion of this research that was conducted at class VIII A in SMP Walisongo Gempol, and from data obtained after researcher used English songs in improve student listening skill in class VIII A . The researcher concluded that cycle 1 up to cycle 2, the student's listening skill is improved. It showed from the percentage of students' improvement when the pre-test was 13,7% that referred by 4 students who finished. Then in cycle 1, the percentage of students improvement was 24,13% who stated by 7 of 29 students who finished. The percentage of student's improvement in cycle 2 has raised by 93,10% with 27 students of 29 students who finished the score, it indicates that the using English songs was effective was improve students listening skill. That means in cycle 2 has increased better than in cycle 1.

#### **B. Suggestions**

Based on the result of this research, the researcher determined some suggestions as follow:

1. For the teachers

The researcher recommended that teachers provide them with audio, video or any technique related to the lesson of each meeting, in order to practice listening skills of students.

2. For the students

For students, it is recommended to understand how to listen to something well, especially in the use of English songs. Also hope that students will always improve their listening skills by listening to the radio, or news that uses English.

3. The other researchers

Because of using English song can improve students listening skill, the researchers suggest that can try to use movies or news report to improve students' listening skills.

## REFERENCES

- Akbari, Z. (2015). *Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School*. *Procedia - Social and Behavioral Sciences*, 199, 394–401. <https://doi.org/10.1016/j.sbspro.2015.07.524>
- Ariani, S., Iswandi, K., & Teacher, E. (2020). *THE USE OF ENGLISH POP SONG TO ENHANCE STUDENTS* ' . 7(2), 112–118. <https://doi.org/10.33394/jo-elt.v7i2.2965>
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Praktek: Edisi Revisi IV*. Jakarta: Pendekatan PT. RINEKA CIPTA, Jakarta.
- Ary, D., Jacobs, L. C., & Razavieh, A. (2010). *Introduction to research in education 8th edition*, Wardsworth Cengage Learning. Canada: Nelson Education Ltd Exotic Classic.
- Bozorgian, H. (2012). The relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studies*, 2(4), 657-663. <https://doi.org/10.4304/tpls.2.4.657-663>
- Brown, H. D. (2004). *Teaching by Principles an Interactive Approach to. Language Pedagogy*. Longman.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices (Vol. 10)*. White Plains, NY: Pearson Education.
- Chairina, V. (2019). Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar Dalam Dunia Pendidikan. 354–364. <https://doi.org/10.31227/osf.io/xdqjg>
- Elmasri, R. (2017). Data Definition. *Encyclopedia of Database Systems*, 1–2. [https://doi.org/10.1007/978-1-4899-7993-3\\_80736-1](https://doi.org/10.1007/978-1-4899-7993-3_80736-1)
- Field, J. (2010). How to Teach Listening. *ELT Journal*, 64(2), 241–243. <https://doi.org/10.1093/elt/ccq009>
- Gebhard, Gerry. 2000. *Teaching English as A Second or Foreign Language*. Oxford: Oxford University Press.
- Hamouda, A. (2013). *An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom*. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113-155.
- Hegelsen, Marc. 2003. *Listening In Practical Language Teaching*. Nunan, David (eds.) New York: McGraw Hill.
- Hidayat, A. (2013). *The use of songs in teaching students' listening ability*. *Journal of English and Education*, 1(1), 21-29.
- Lathifah, Z. K., & Helmanto, F. (2019). *Orang Tua Sebagai Panutan Islami Untuk Anak*. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2), 131. <https://doi.org/10.30997/dt.v6i2.2129>

- Limbong, R. (2012). *Enriching Students' Vocabulary Using English Pop Songs*. JET (Journal of English Teaching), 2(3), 223-237.
- Mandarani, V. (2017). Peningkatan kemampuan. *Jurnal Pedagogia*, 1(2), 79–83. <http://ejurnal.unisri.ac.id/index.php/jpau/article/view/1477>
- Middleton, R. (1993). Popular Music Analysis and Musicology: Bridging the Gap. *Popular Music*, 12(2), 177-190. Retrieved January 16, 2021, from <http://www.jstor.org/stable/931297>
- Miranty, D., Rahmawati, E., & Hasanah, A. (2018). THE EFFECTIVENESS OF USING ENGLISH POP SONGS TOWARD. 5, 29–34.
- Richard, J. C. (2008). Teaching Listening and Speaking From Theory to Practice, available on: [www.finchpark.com/courses/tkt/Unit\\_07](http://www.finchpark.com/courses/tkt/Unit_07). In Richards-Teaching-Listening-Speaking. pdf.
- Riduwan, M. B. A. (2006). Belajar mudah penelitian untuk guru-karyawan dan peneliti pemula. Bandung: Alfabeta.
- Simms, R. B. (1993). *The art of music: An introduction*. New York: Harper Collins College Publishers.
- Siti Rahma Dewi, D., Prodi Pendidikan Bahasa Inggris, D., Bina Bangsa Getsempena Banda Aceh, S., Rahma Dewi, S., Pendidikan Bahasa Inggris, P., Bina Bangsa Getsempena Banda Aceh Rusmiati dan Siti Rahma Dewi, S., & Listening By, T. (n.d.). Rusmiati dan Siti Rahma Dewi, *Teaching Listening By... Teaching Listening By Using English Pop Song*.
- Simpson, A. J. (2015). *How to use songs in the English language classroom*. British Council [Электронный ресурс]. URL: <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom> (дата обращения: 12.12. 2018).
- Sugiyono, (2015). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Penerbit CV. Alfabeta: Bandung.
- Sugiyono, (2012). Statistika untuk Penelitian. Bandung: Alfabeta.
- Sya, M. F., & Helmanto, F. (2020). Pemerataan Pembelajaran Muatan Lokal Bahasa Inggris Sekolah Dasar Indonesia. DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar, 7(1), 71. <https://doi.org/10.30997/dt.v7i1.2348>
- Thanajaro, M. (2000). Using authentic materials to develop listening comprehension in the English as a second language classroom (Doctoral dissertation, Virginia Tech).
- Thackrey, J. E. (1969). *The Understanding of Music*: By Charles R. Hoffer. Belmont, California: Wadsworth Publishing Company, Inc., 1967. 483 pp. *Music Educators Journal*, 55(7), 97–98. <https://doi.org/10.2307/3392474>
- Utami, R. (2002). *Songs as an alternative technique of teaching vocabulary*. Semarang State University: Unpublished Paper.
- Uyanto, S. S. (2009). Pedoman analisis data dengan SPSS. Yogyakarta: Graha Ilmu, 282.



- Watson, R. (2015). Quantitative research. In Nursing standard (Royal College of Nursing (Great Britain): 1987) (Vol. 29, Issue 31). <https://doi.org/10.7748/ns.29.31.44.e8681>
- Wahyuni, S., & Ibrahim, A. S. (2012). Asesmen Pembelajaran Bahasa. Bandung: Refika Aditama.

## APPENDICES