

THE IMPLEMENTATION OF WESTERN SONGS TO DEVELOP STUDENTS' LISTENING COMPREHENSION

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ABSTRACT

The purpose of this research was to describe how the implementation of western songs can develop students' listening comprehension. This study uses a collaborative action research design in which the researcher and the English teacher design lesson plans, implement actions, observe actions, and make reflections. Researchers determine the criteria for success if 70% of students are motivated, interested and give a good response to listening learning, and the average score of students can reach above the KKM. The subjects of this study were students of class XI IPS1 MAN 5 Jombang in the academic year 2021/2022. This research was conducted in two cycles. The data collection instruments consisted of tests, field notes, observation checklists, and questionnaires. Based on the implementation results, there are improvements in each cycle. The first cycle of student participation has reached the criteria of medium and good. However, the mean of students' test scores has not reached the criteria of success because only 69.02% of students have passed the KKM. So the researchers continued in the second cycle and revised the lesson plans. The results of the second cycle have increased. In the second cycle, student participation has reached the criteria of good and very good. While the results of the student's test scores have reached the success criteria, namely 82.32%. So it can be concluded that the Implementation of Western Songs can improve students' listening comprehension in class XI IPS 1 MAN 5 Jombang.

Keywords: western songs;listening comprehension

INTRODUCTION

Listening skill is a basic skill of communication. Ghanbari & Hashemian (2014:337) argued that good listening

comprehension lays the basic part for developing other skills in foreign language learning. Students of English need to master listening skill because listening skill is the fundamental skill of the other main

English skills. Many students in Indonesia find difficulty in listening. They cannot understand English well because they have no chance to hear it. Harmer (1998:97) stated that one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher with its idiosyncrasies.

In Indonesia, English is a compulsory subject for students of junior and senior high school level. Students of senior high school, according to Ascencious et. al (2011:6), are considered late adolescents (15-19 years) whom some researchers in English language teaching believe are the best language learners. They have mastered their mother language (Indonesian) then it is easier to continue to learn the foreign language (English), while young learners/children still need to master their mother language. Ascencious et. al (2011:2) stated that: Adolescence is an age of opportunity for children, and a pivotal time for us to build on their development in the first decade of life, to help them navigate risks and vulnerabilities, and to set them on the path to fulfilling their potential. In this research, the researcher intends to use western songs as the instructional media. Songs as tools for teaching a foreign language are a wonderful thought. Songs in

general serve relaxation and amusement to listeners.

This research was conducted at MAN 5 Jombang, Jombang East Java. The researcher had some considerations for conducting the research in that school. The researcher also did an observation before conducting the research to get some information related to the problems of the students' English listening comprehension. Firstly, most students of MAN 5 Jombang are from Islamic boarding schools in where most of their time learning about a religious subject. The researcher conducted the research in the class of XI IPS1. Based on the information got from the observation, few students liked the English subjects in this class. The students had less motivation in learning English. The researcher observed the possibility of using western songs as instructional media in the class listening comprehension. Based on the data of the English teacher, the students in class XI IPS 1 often failed in the subject of English listening comprehension.

RESEARCH METHODOLOGY

The design used in this study is Classroom Action Research (CAR). According to Kember who stated that action research has several major characteristics; (1) action research is concerned with social practice which involves direct interaction of teacher

and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.

From those statements, Classroom Action Research is problem-based research that aims to solve the problems that arise in the class and to make an improvement in teaching-learning activity through a cyclical process that involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting, it is normal for a project to go through two or more cycles in an iterative process.

The research design of CAR in this study is collaborative classroom action research. It means the researcher collaborates with the English teacher of MAN 5 Jombang. In carrying out the study, the researcher's role is as an English teacher who teaches listening to western songs to the students. While, the real English teacher's role is as an observer, who is observe teaching-learning activities during the listening learning process. The subject of the study was the eleventh-grade students of MAN 5 Jombang in the academic year of 2021/2022. The researcher took the class

XI IPS1 as the subject of the study. Were consist 17 females and 11 males. The technique of collecting data consisted of listening test, field note, observation checklist, and questionnaire.

FINDING AND DISCUSSION

Cycle one was implemented in several stages: planning, acting, observing and reflecting. The researcher planned the instruments that needed in teaching and learning process, such as media of western songs, lesson plans, assessments, and the criteria of success. The researcher implemented teaching listening by using western songs in the first section. At the beginning, the researcher asked the students about western songs. Such as, whether they like to listen to them, what kind of genres they like the most, how often they listen to them, and so on. Some students said that they sometimes listened to western songs, some more said that they seldom did it, and the rest of them just kept silent when the researcher asked about how often they listened to western songs. Most students agreed to say that liked to listen to the genre of slow songs.

In this meeting, the researcher expanded the students' task that was to identify verbs, adjectives, and nouns in each verse besides to read each verse as it was sung. The researcher also confirmed their

comprehension about the song by discussing each verse that they did not understand. Some students began to be willing to answer questions from the researcher though it was not correct enough. The researcher assessed students from the activeness of answering the researcher's questions. The researcher took each verse and then explained them. In the last section, the researcher asked students' opinion about the implementation of western song. Most of them said that it was fun and they wanted to have it again in the next meeting. Moreover, based on the data from the observation checklist and field notes in the cycle two the student showed good respond and answer to the researcher. The students were not shy or afraid again to convey their opinions. The students' comprehension of the songs was well developed.

Cycle two. In this cycle, the researcher tried to revise the strategy that had been done from the cycle 1 to get the significant result of the students' listening comprehension. Teaching learning process in the cycle two became more attractive and fun. The respond of the students became more active and creative. Students' listening comprehension significantly developed. Teaching listening by using western songs was very effective on developing students' listening comprehension. It was one of the

great stimuli to make students active and creative during the class as it created attractive learning condition.

CONCLUSION AND SUGGESTION

The action research in this study was implemented to the eleventh grade students of MAN 5 Jombang. This research was successful to develop students' listening comprehension by implementing western songs. The actions carried out in two cycles were effective on developing the students' motivation, self confidence, and their listening comprehension.

The researcher found some effective ways on developing the students' listening comprehension. First, the action using western songs could attract students' attention and motivation in the teaching and learning process. The implementation of western songs also made the atmosphere in the classroom more relaxed and fun. Second, group's discussion and competition really made students more motivated to comprehend the songs. All of the students wanted to be the winning group that made them focus on comprehending the songs and develop their self confident.

Suggestion

The researcher intends to give some suggestions for the English teacher, the students at MAN 5 Jombang, and for the next researchers.

For the English Teacher

The English teacher should be creative at designing the listening material. It would be better to choose attractive strategies because they can attract students' motivation in learning English and reduce their boredom. Moreover, they can deepen students' comprehension. Besides, the attractive strategies, such as by implementing western songs in the listening class, help the teacher deliver the materials easily.

For the Students

Listening western songs can be used as extensive listening. It means that we can practice it outside the classrooms to develop our own English listening comprehension. Such as, we can summarize the content of the songs, take benefit quotes from the songs, and so on. In the other words, listening western songs can be as one of interesting useful hobbies.

For the Next Researchers

The next researchers who would like to conduct the research in the same field are expected to develop this action research. Hopefully, there many more other ways on developing students' listening comprehension by implementing western songs.

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