

The Impementation English Songs on Listening Skills

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ABSTRACT

This research aimed to know impelemantion of english song on listening skill in language room ma'had aly at Islamic boarding house of salafiyah syafi'iyah sukorejo situbondo". The researcher used qualitative method. This research uses data collection methods. The aim of this research were to know about both teacher and students perception through English song on skill of listening. The topic of this study was speaking teacher and students' at the first level in language room Ma'had Aly at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo. The results of this study demonstrated how learning and instruction through board games might improve speaking abilities and teachers' perceptions of, and students' perception. Many students who took part in a teacher-student interview indicated that they had favorable opinions about the through English song on listening skill they were being happy, more spirit/enthusiastic, easier to understand and improve their speaking skill, whereas there was also the negative perception such as: students feel difficult when the pronunciation was unclear.

1. Introduction

In this modern era mastering an international language is a must. English can connect individuals from various countries and countries because The simplest language is English to be learned. But as the beginner of English learner of course there are many difficulties in learning English and maybe become a question what the first basic must to be learned. It is well known that reading, writing, speaking, and listening are the four essential skills needed to become proficient in English. One of the linguistic

skills is listening. It is a crucial step in the communication process that students should be able to perform. Students can learn information and comprehend what the speaker is saying by listening (Afriyuninda & Oktaviani, 2021). Listening is the basic ability that has to be mastered by beginner of English learner especially for students. If a student does not master listening skill well, he or she will not master other ability well. In the other hand listening is a foundation of all skills those are speaking, writing, and reading. A student may struggle in other subjects if they do not receive good listening instruction. It is crucial for pupils to listen because it lays the groundwork for speaking and other abilities. Students who listen well can choose up appropriate pronunciation and get up a lot of helpful words, phrases, and sentences. (Listiyarningsih, 2017, p. 36).to (Hidayat, 2013)It is believed that being able to listen well is a crucial skill. One's relationships with others are greatly influenced by their ability to listen. It implies is the fundamental element in creating a communication.

In addition based regarding Michael Rost In language instruction, listening relates to a special, intricate process that enables listeners to comprehend spoken words through pace, factual pacing, including encoding units in (Nunan & Carter, 2001). General listening is defined as hearing that meets certain criteria. Although having good listening comprehension is necessary for second language success (Richards, 2008).

for everyone need English even English becomes one of obligate subject in the world especially in Indonesia. But not all people can master it especially in listening ability because many problems that be faced. This caused by learning and teaching process less effective or monoton. So, many students did not interest and made without explanation to the material even they kept talking each other when learning and teaching process are going. Many students did not finish the test or let the task in blank when in listening class on listening test. It because they did not understand to the material, and they lack of vocabularies. Furthemore,Students find it challenging to learn listening for a number of reasons. Rather than listening, the students start their English language education by reading. Reading and listening are actually distinct from one another, just as writing and speaking (Afriyuninda & Oktaviani, 2021). It means listeners have to know what they heard, because every words has their own pronunciation. For example the pronouncing of "love" and "laugh" or between "heart" and "hurt" are different. Mastering good listening ability will help students to get best memorizing in vocabularies and they will understand what the mean of what they heard. Because they have known how to pronounce word by word well. Therefore as main tool in communication listening must be mastered. Commonly. The act of listening is being attentive and making an effort to understand what is being said. (Mandarani, 2016)

When learning language especially English as an international language in mastering listening ability there are many medias that can be used. similar to a video, music, or film. One way to improve hearing is to utilize a song as media. Songs can be a helpful tool for honing listening abilities since they are easily accessible and can be used to train our ears to listent(Listiyarningsih, 2017). Given the preceding context, the instructor should make an effort to pique the attention of the class in listening comprehension by utilizing an English song on an audio file. This study attempts to use English songs to improve

students' listening skills by focusing on the listening difficulties that the students confront. With any luck, this strategy will pique the kids' enthusiasm in studying English.

Conveyed by others, media use in the process of teaching and learning is necessary. In the process of instruction and learning, teachers should be aware of what the students are expecting, particularly in listening classes. Thus, in order to ensure that learning is both successful and pleasurable, teachers are required to be able to choose effective teaching tactics and methodologies. In order to improve students' listening skills, the teaching and learning process will use English songs in listening classes of English lessons. It means how they have good listening skill to another skill. Songs are an enjoyable way to learn and a natural method of getting kids to devote attention to the rhyme. (Iwasaki et al., 2013). Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005) and (Schoepp, 2001) If the music can be included into a language lesson, it will be beneficial.

Music in the classroom opens up new artistic and emotional possibilities. Songs may be entertaining, enduring, and thought-provoking for students (Wilson, 2008). Because, music appeals to our emotions immediately while also allowing us to utilize our minds to study it and its affect if we so want, it is a stimulus for student engagement. A song's component is music (Harmer & Khan, 1991). While in short, definition of song is combination of lyrics, music, and also intonation/tone. One of the media used in the teaching and learning process is music. Playing music in the classroom can encourage students to form highly good associations with language learners as well as make class more pleasurable for them. A song can amuse and excite students, change their perspective and get them ready for a new task, and satisfactorily connect the worlds of leisure and learning (Harmer, 2008).

The researcher examined the media which the instructor employed in this study, as well as how the teacher and students perceived the impact of an English song on the teacher's ability to listen in class. It is important to recognize that teaching English is one way that teachers aid their students in understanding the subject matter, especially the English-language section of the course. To make learning easier for the students and to support learning and teaching more successfully, excellent media was needed.

Students have positive opinions of teachers who use innovative technologies to teach and learn. If teachers use poor quality media in the teaching and learning process, students will see them adversely. The findings of the research will vary depending on how well students accept, comprehend, and evaluate it.

This research aimed to know implementation of English song on listening skill in language room ma'had aly at Islamic boarding house of salafiyah syafi'iyah sukorejo situbondo".

2. Method

This study used qualitative research methodologies by using both primary and secondary data for descriptive analysis (Cresswell, 2012). Qualitative research methods were used to determine the best manner for study participants to audibly reply to questions about how they view and comprehend different components of the

environment. In this research focused on how is the implementation and teacher's and students' response through English song.

During the research the researcher used observation that observed the English teacher of language room at first level, students, class management (Ikbar, 2012). The researcher not only observed but also interviewed the and students that talked about English song as the media in teaching and learning. This participants meliputi 1 (one) guru English speaking teacher of the first level of Excellent Community and 10 (ten) Excellent Community Language Room Ma'had Aly at Islamic Boarding School Of Salafiyah Syafi'yah Sukorejo because this boarding house is good for study English the manner was matching with the title of this research that was listening English song as one of the best methods for enhancing listening comprehension.

The data contained materials from persons who were actively carrying out the research, transcripts, participan tobservation, and fieldnotes (Bruckman, 2012), (Sugiyono, 2018). Theresearcher interviewed the teacher and every student individually in different time. The researcher conducted an interview with the teacher at 20 minutes and 10 minutes for every student. The researcher interviewed with many questions about English song as media especially about their perception through English song on listening skill. The data analysis strategy used in this inquiry was an interactive model of analysis (Sugiyono, 2019). (Wilson, 2008) The analysis consists of three parts: data reduction, which is selecting data from the study about users' perceptions of the media that English teachers use, and data classification and choice. In order to gather more data, the researcher observes, speaks with, and participates in the learning process with students. The data display Data presentation in this research usually takes the form of narrative text. The researcher presents previously declassified data about how educators and learners interpret and draw conclusions from the media used in English language training through the use of the narrative text. The researcher arrived at the result by looking at how relevant the symptoms were to the research item. The researcher next compared the notes and observations with the previously ascertained data.

In this research, researcher checked the data validity using triangulation by method (Fossey et al., 2002). Researcher checked the result of research with several data collection techniques, comparing the observations with interview data, and comparing the results of interviews with the contents of document related.

3. Finding

The research findings are presented and then discussed. The data analysis was conducted utilizing an observation checklist and interviews

A. How the process of teaching and learning through English song on listening skill in Langauge Room Ma'had Aly at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo?

Using song as are a teaching and learning tool on listening skill at the first level In Language Room Ma'had Aly at Islamic Boarding House Of Salafiyah Syafi'iyah Sukorejo Situbondo such as:

At Language Room Ma'had Aly the researcher knew if the students must join the teaching and learning process because it became requirement for joining final examination. If the students can't join the teaching and learning they have to give the reason. Discipline and attitude become main score. The teaching and learning began at 09.00 am until 10.00 am. In this research the researcher took the time for research is when the speaking time. It is on Friday night and Wednesday night. The activity of teaching and learning was begun after qira'ati time. Qiraati/al-barqi is an activity that learning Holy Qur'an. Usually before they were going to teaching and learning the tutor gave them a little time for buying food or eating. They also can brought some foods during teaching and learning.

In class after pray and before gave explanation of the material the teacher invite the student to warm up, such as gave tongue twister or ice breaking to make the students spirit again or to check their focus. Then the teacher check the attendance list. When teaching and learning the teacher using full English and translated. If the students are unable to understand. The material which explained by the teacher is about pronunciation in British style. After done explained the material the teacher tried to combine the material with song. The students were given paper with ten blank words by the teacher. Then told the students how to fill it. The music or song was played during three times. After three times the teacher took the lyric paper from the students and gave it back to different students. It means they (students) were forbidden to correct their own answers. Then, the music will be played back once to get the true answers. In every blank words the music/or song will be stopped and the teacher gave the key words. Every blank words have ten score. The answer/words must really true. It means, if less one letter or the word was not really similar so it was wrong. After corrected the answer, the teacher enter the score by calling the students through attendance list and the students mentioned the score on the paper which they hold.

After done took the score the song would be played back once again to explained the material which combining with song. The teacher asked the to repeat the word which was difficult, and asked the students to looked for the pronunciation in oxford dictionary. Then, the teacher asked the students to repeat the word based on oxford dictionary and asked the material which is related with the song. Sometimes, the teacher ask the moral value of the song or what the song talked about. After the time was over, the teacher closed the lesson or the teaching and learning by praying together.

B. How is the teacher's perception through English song on listening skill at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo?

a) Being happy

During the teaching and learning used song/music the teacher being happy. Being happy in teaching and learning is necessary to achieve positive learning process.

The result of interview indicated that English song on listening skill created positive learning situation.

b) Being more spirit/enthusiastic

The second perception of the teacher is being more spirit/enthusiastic when teaching and learning. The teacher more spirit to teach because of the students are enthusiastic also in class when used board game. The teacher used English song in class that can improve students listening skill.

c) Easier to explain the material

The third perception of the teacher was easier to explain the material. Using song that made teacher easier to explain the material because the teacher explained the material when concluded at the last or after playing the song. It means, the students were asked to repeat back while listening the song. When they have studied and little understand the material that made the teacher easier to explain it and the teacher was not difficult to look for the example of the words or the material.

d) Improve ideas to teach

Teaching and learning through song can help teachers generate new ideas because of the characteristics that students bring to the classroom. In addition, when pupils misbehave, the teacher can manage problems.

C. How ist he students' perception through English song on listening skill at the first level in language room Ma'had Aly male at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo

a) Being happy

Being happy in joining to process of teaching and learning is crucial. Because it can influence the students in accepting the material. When students felt happy they will be enthusiastic/spirit.

b) Being more enthusiastic

For the next students' perception about the implementation of English song on listening skill made them become more active or enthusiastic. Their activeness also can make the teacher happy. Because the teacher felt successful in building the spirit of students in teaching and learning process.

c) Being more confident

Based on the interviewed of the researcher to the students the benefit of listening song can make the students more confident.

d) The information becoming simpler to comprehend

Based on the students' statement above using song is difficult when the singer sang it in the fast tune. Because the pronunciation of the word become little different. It make them confuse between the real pronunciation and the singer's accent.

4. Discussion

This investigation's main goal was to look into the process of teaching and learning, teacher's perception, students' perception through implementation of English song on

listening skill at the first level in language room Ma'had Aly male at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo-Situbondo. The researcher formulated three questions such as: How instruction and learning are carried out through English song on listening skill at the first level in language room Ma'had Aly at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo, how about teacher's perception through English song on listening skill at the first level in language room Ma'had Aly at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo and how about students' perception through English song on listening skill at the first level in language room Ma'had Aly at Islamic Boarding House of Salafiyah Syafi'iyah Sukorejo Situbondo. The researcher carries on the discussion and analysis. as follows:

A. The process of teaching and learning through Implementation of English Song on Listening skill at the first level in Language Room Ma'had Aly Sukorejo Situbondo.

The process of teaching and learning through board game on speaking skill at the tenth grade such as:

- a) The students obligated to join the teaching and learning process

At language room of Ma'had Aly all members whom still become students are obligated to join teaching and learning process. If the students don't join the teaching and learning, it can be problem and the student will not get score or she will get punishment. So joining the teaching and learning is the rule that is must be obeyed by all members or the students. The teacher checked the attendance list of the students. In every meeting the teacher will check the attendance list of the students using English.

- b) The students pray, and ice breaking.

After prayed the students obligate read ice breaking which ever given by the teacher like tongue twister to increase the spirit of student during following the teaching and learning process and students can focus. Because through ice breaking the teacher can invite the to be more excited in teaching and learning and it will improve students focused. The teacher prepared the media of teaching and learning

- c) The media used by the teacher was song,

The teacher prepared the tools of listening song such as: the sound system, blankword papers for listening, the material of the first class, oxford dictionary. But before the teacher preparing the tools of listening song, the teacher prepared the attendance list of students, pen, board marker, handbook of the first level.

- d) The teacher taught in the classroom through song on listening skill.

The processing of listening those are: the teacher gave lyric paper to the students. Then the students asked to fill the blankword based on what they heard on the sound. After that the teacher playing the music. The blankwords there are ten. In every words has score ten. If the answer of students is wrong or less of letter so it is wrong. It means students must carefully when they answered the blankwords. The music or song will be repeated three times. Then the teacher asked the

students to exchange their paper which have answered with the friend. Then the will be repeated once to correct the answer on the paper. In every blankword the music will be stopped to tell the answer.

e) The teacher took the score after listening

After listening English song the teacher took the score of the students with mentioned the name of students one by one. Then explained more the song if needed.

f) The teacher closed the teaching and learning activity with pray.

Before going out from the classroom the teacher closed the teaching and learning activity and invited the students to pray together.

B. The teacher's perception through implementation of English on listening skill at the first level in language room Ma'had Aly Sukorejo Situbondo.

Besides gave positive perception the teacher also gave negative perception in using as media on listening skill. The positive perception of the teacher those are:

The first positive perception of teacher in using English song on listening skill is being happy. This result based on the interviewed to the teacher. Because most of students like to listen song. So, the students will listen it well and will not be crowd. It means the students just focus to listen the song and what the teacher asked. So, the teacher also happy when can manage class well because the situation of class also determine the good understanding of students on the material well.

The second perception of the teacher is being more spirit/enthusiastic when teaching and learning. The teacher more spirit to teach because of the students are enthusiastic also in class when listening song. The teacher used English song in class that can improve students listening skill.

The third perception of the teacher was easier to explain the material. Using song that made teacher easier to explain the material because the teacher explained the material when concluded at the last or after playing the song. It means, the students were asked to repeat back while listening the song. When they have studied and little understand the material that made the teacher easier to explain it and the teacher was not difficult to look for the example of the words or the material.

The fourth positive perception of the teacher in using song on listening skill is teaching and learning by using song can improve the teacher's ideas because when many characters of students that made the teacher have many ideas moreover the students are naughty, in other wise, the teacher solved it. When teaching and learning using song at the first level the teacher states if they prefer to enjoy and relax in studying.

Besides the positive perception the teacher also gave negative perception in using song as media on listening skill. The negative perception of the teacher such as:

The first negative perception of the teacher in using song as media the teacher is empashized to really understand before give understanding to the students. It means the teacher must understands to what in song express. Because in song not only

express about the singer feeling but also there is grammatical which have to be understood by the teacher, and also there is sometimes slankwords that have to be learned by the teacher. The second is because sometimes the sound is in trouble.

C. The students' perception through implementation of English song on listening at the first level in language room Ma'had Aly Sukorejo Situbondo.

In this research the students also gave their perception through implementation of song on listening skill. Those are positive and negative perception. The positive perception of the students such as:

The first perception of the students are being happy. Using song make them become enjoy and relax when teaching and learning process. Most of them said that they like listening and sing the song. Being happy will influence them in accepting the material. When listen music and song the students not only enjoy but also tried to focuse. Focuse can make the students be easier to understand what the teacher explained. In addition, the students feel happy when listening song because the condition also. It means they are in dormitory which make them didn't always listen song or music everyday. So, it means song can decrease their feeling bored.

The second positive perception of the students through implementation of English song on listening skill are more enthusiastic. The music of song create the students spirit back. Using song as media did not make them bored. On the contrary it make the students enthusiastic besides they enjoy it. The music of song also make them can think well and do something more enjoyable.

The third positive perception of the students in using song as media on listening skill are being more confident. In teaching and learning process, the students not only listen the song but they also study the pronunciation before. Before going to listen the song the teacher gave them material first. The material not only about pronunciation but sometimes the teacher also explain the grammatical in speaking. Therefore using song as media on listening skill can make the students have good listening skill and good speaking skill. In their statement they become more confident when they singing and speaking. Because they did not afraid to be wrong anymore.

The fourth students' positive perception are being easier to understand the material. Because they directly listen the native speaker said. It means when the singer sang a song and pronounce the word. In addition, the students also get many vocabularies, slank word on the song that they heard, and the students can ask the teacher when they did not understand or when there is something not suitable with what they learned.

The students not only gave positive perception but also gave their negative perception. Those are the students felt difficult when the singer fast when sang the song. So, they can't fill the blankwords well, it means they can't differ the word which have similarities in pronouncing. And there are some vocabularies that never heard before.

5. Conclusion

The researcher concluded by displaying the teacher interview results based on the findings of the investigation, and the students at the first level in language room Ma'had Aly Sukorejo Situbondo.

The following are the steps involved in utilizing song to educate and learn: Before starting the teaching and learning process, the instructor asks the pupils to warm up by giving them tongue twisters or doing anything else to help them feel more upbeat. After that the teacher gave lyric paper to the students which is contained ten blank words. Every blank word has score ten. The song/music will be played three times. The students must focus to get the answers. After done playing the music/song, the teacher ask the students to gather the paper, then give it back randomly. After that the music will be played again once and it will be stopped in every blankwords to know the true answers. After done the students gave score to the paper which they corrected. Then the teacher put the score by calling the students name in attendance list, and students mentioned the score on the paper which they corrected, after done the paper give back to true students. The music will be played again after correct the answer to sing together while explained about the song which is related the material.

Based on the researcher interview to teacher through implementation of English song on listening skill, the teacher not only gave positive perception but also negative perception. The positive perception of teacher such as; being happy, easier to explain the material, and improve the ideas in teaching. The negative statement of the teacher through implementation of English song on listening skill is when the sound in trouble and differ the pronunciation accent of the singer which sometimes unclear.

According to the researcher interviewed to the students, the students also gave positive and negative perception. The positive perception of the students those are, they are being happy when listening song, they feel more enthusiastic, being more confident, and also become easier to understand the material. The negative perception of tudents in using song as media in improving listening skill is difficult when they found many strange vocabularies, slank words, and when the singer sang the song fast.

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