

The Implementation of Song in Teaching Listening for the First Grade Students of English Department

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Abstrak: Tujuan dari penelitian ini adalah: 1) untuk mengidentifikasi penggunaan lagu bahasa Inggris dalam pengajaran listening bagi siswa semester satu program studi pendidikan bahasa Inggris IKIP PGRI Madiun tahun Akademik 2014/2015. 2) untuk mengidentifikasi permasalahan yang muncul dikelas dari penggunaan lagu bahasa Inggris dalam pengajaran listening bagi siswa semester satu program studi pendidikan bahasa Inggris English tahun Akademik 2014/2015. 3) untuk mengidentifikasi solusi dari permasalahan yang muncul dikelas dari penggunaan lagu bahasa Inggris dalam pengajaran listening bagi siswa semester satu program studi pendidikan bahasa Inggris English tahun Akademik 2014/2015. Penelitian ini menggunakan metode penelitian kualitatif. Populasi penelitian ini adalah siswa semester satu program studi pendidikan bahasa Inggris IKIP PGRI Madiun pada tahun akademik 2014/2015. Sampel dalam penelitian ini adalah siswa kelas B semester satu. Penelitian ini menggunakan teknik purposive sampling dalam pengambilan sample penelitian. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, display data dan penarikan kesimpulan atau verifikasi. Hasil penelitian ini adalah: 1) Pelaksanaan lagu bahasa Inggris dalam mengajar listening terdiri dari tiga tahap yaitu: a) pre activity, whilst activity dan post activity 2) Permasalahan yang muncul dalam penggunaan dikelas adalah lagu yang diputar terlalu cepat, sehingga siswa kesulitan dalam memahami isi lagu dan siswa sulit untuk menulis kosakata berdasarkan lagu yang telah mendengarkan 3) Solusi yang diberikan dalam mengatasi permasalahan yang muncul adalah dengan cara memutar lagu lebih dari tiga kali dan mahasiswa harus lebih berkonsentrasi dalam mendengarkan lagu yang diputar dalam melengkapi vocabulary.

Abstract: The purposes of this research are: 1) to identify the implementation of English songs in teaching listening for the first grade students at English Teaching Department IKIP PGRI Madiun in the Academic year of 2014/2015. 2) To identify the problems arisen in teaching listening by using Podcasts for the first semester students of IKIP PGRI Madiun in the Academic year of 2014/2015. 3) To identify the solutions used to face the problems arisen in teaching listening by using Podcasts for the first semester students of IKIP PGRI Madiun in the Academic year of 2014/2015. This research uses qualitative research approach. The population of this research is the first grade students of English Teaching Department IKIP PGRI Madiun in the Academic year of 2014/2015. The sample is the students of B class of the first grade students. This research uses purposive sampling technique. The techniques of collecting data are observation, interview and documentation. The techniques of analyzing data are data reduction, data display and conclusion drawing or verification. The results of this research are: 1) The implementation of English songs in teaching listening consists of three stages namely: a) pre-activities, b) whilst-activities, and c) post-activities. 2) The problems that arisen in the implementation of song are the song is too fast, so students hard to understand the contents and the students difficult to write vocabularyies based on the songs 3) the solution to overcome the problems that arise are the lecturer plays a song more than three times and students have to concentrate on listening to the song played in completing vocabulary.

Key Words: English Song, Teaching Listening.

Introduction

Language is the way to communicate with others in our life. By using language people can socialize to each other, so they have a good manner in interaction. This statement is supported by Brown (2000: 5), “language is a system of arbitrary

conventionalized vocal, written, or gestural symbols that enabled members of a given community to communicate intelligibly with one another.” It means that vocal, written, or gestural are used to express the ideas, arguments, and purposes of communication with others. In addition, the use of language

can help the interaction among people easier. English as an international language is taught as one of the subject in university. There are four skills in English language, namely: listening, reading, speaking and writing.

The understanding of students in listening is influenced by lack of students' knowledge in listening. Listening is the basic skill that must be mastered by the students in English. The explanation above is supported by Lynne (2008: 203), "To be successful, they must listen carefully.... To enhance listening for understanding, students listen to stories and information, responding appropriately using both verbal and nonverbal responses..." It means that to be a successful listener, students must listen to stories or information clearly and respond it using written and orally responses.

In the listening class, the students of the first semester just listen the teacher's speech, imitate the teacher's speaking, and doing the exercises without supporting by media or game. So, most of students are not motivated to improve their listening skill in classroom. It is bad effect that influences to the student's achievement. Based on that condition, teacher must use various media or game to make students more interested in lesson. It is supported by Smaldino and Russel (2005: 9), "A medium (plural, media) is a means of communication and source of information.... include video, television, diagrams, printed materials, computer programs, and instructors." Based on quotation above, it means that media is technology used by people to communicate and get information such as video,

television, diagrams, printed materials, computer programs, and instructors.

One of media that can be used to teach listening is song. It can make students act and interested in the lesson, so the students can be active in teaching and learning process. It is supported by Sonya Wijaya (in Bambang Yudi Cahyono dan Shirly Rizki Kusumaningrum, 2011: 15), "There are various media which can be used by teachers such as podcasts, videos, movies, songs, radio or televisions. Using songs in the teaching and learning of English has become popular since songs can give many benefits due to several reasons." It means that there are many media used by teacher in classroom and the uses of songs in classroom have been popular for a long time.

Research Methods

This research is conducted at English Teaching Department of IKIP PGRI Madiun especially the first grade students in the academic year of 2014/2015. In this research, the researcher uses qualitative research. Based on Sari Wahyuni (2012: 33), "Purposive sampling is one of the most common sampling strategies in selecting group's participants according to pre-selected criteria relevant to a particular research question." It means that purposive sampling is a way which is used to select the characteristics of participants in a large group. Technique of Collecting Data are: Observation. The researcher watches and writes down all of activities are happened in classroom, Interview. In this research, the researcher uses structure interview, In documentation, the researcher uses

documents such as name list, syllabus, students' score list, and photograph. The procedures of the research are : planning, application (collecting data and analyzing the data), and reporting. In this research, the researcher uses triangulation. Ritchie and Lewis (2003: 275) state, "Triangulation assumes that the use of different sources of information will help both to confirm and to improve the clarity of precision of research findings." This means that the different source of information in triangulation will help the researcher to give an idea in confirming and improving the precision of research findings. The technique of analyzing data are: data reduction, data display, conclusion and verification.

Findings and Discussion

1) The implementation of English songs in teaching listening for the first grade students of English Teaching Department in the academic year of 2014/2015.

a. Pre-activities
The lecturer greets to the students. Then, checks the attendance list and prepares the media. After that, asks about the previous material.

b. Whilst-activities
The lecturer gives the song's lyric to the students and explains the language features of recount by writing the language features in the whiteboard and gives the example of language features in song's lyrics. Next, students identify the language features in the song's lyrics. After that, lecturer plays the song entitled Paint My Love by MLTR two times, all students still do not understand

about the lyrics. Then, lecturer plays two times again and students not yet understand. So that, the lecturer reads the song's lyric. Next, the lecturer gives question by reading the question orally. When all finish, the answer sheet must submitted to the teacher/lecturer because the lecturer gives the second exercise about the missing lyrics to the students. Then, lecturer plays the songs twice and the last, lecturer and students correct the answer together.

c. Post-activities

The lecturer asks the student's difficulties about material have been discussed. Then, lecturer closes and greets to the student.

2) The Problems Arisen in Teaching Listening by Using song for the first semester students at IKIP PGRI Madiun. There are some problems of the teaching listening by using song for the first semester students at IKIP PGRI Madiun. First, the students say that the song is too fast. And second, the students are difficult to write the vocabulary based on the song which has been listened.

3) The Solutions Used to Face the Problems Arisen in Teaching Listening by Using Song for the the first semester students at IKIP PGRI Madiun. In here there are two solutions to face the problem arisen in teaching listening by using song. First, the lecturer should play the song more than twice. The lecture can play the song three times or four times. Second, to solve the problem of students' difficult to write the vocabulary, the lecturer

frequently asks to the students to listen carefully on the process of listening song

Conclusion and Suggestions

After analyzing the data in the previous chapter, it can be concluded that:

- a) In the implementation of English songs in teaching listening activities were divided into three steps. They are (a) pre-activities, (b) whilst-activities, and post-activities. In pre activities, the lecturer greets the students. Then, checks the students' attendance. Next, the lecturer prepares the media such as tape recorder and laptop. The last, lecturer asks the previous material to the students. In whilst-activities, there are three steps. They are (1) pre listening activities, (2) listening activities, and (3) post listening activities. In post-activities, the lecturer asks the student's difficulties. After that, the lecturer and students discuss the exercise and calculate the score. The last, lecturer closes the learning process and greets the students.
- b) There are some problems arisen in teaching listening by using song for the first semester students at IKIP PGRI Madiun. First, the students say that the song is too fast. And second, the students are difficult to write the vocabulary based on the song which has been listened.
- c) The solutions to face the problems in Teaching Listening by using Song for the the first semester students at IKIP PGRI Madiun. First, the

lecturer should play the song more than twice. Second, to solve the problem of students' difficult to write the vocabulary, the lecturer frequently asks to the students to listen carefully on the process of listening song

Suggestions

After conducting the research, the researcher gives some suggestion as follows:

- 1) For the lecturer; The researcher hopes, the lecturer is more selective to choose the song theme and content.
- 2) For the students; The students should improve their vocabulary mastery to attend the lesson well. The students also have more attention to the song and pronunciation, because it can help them in studying it.
- 3) For the institution; Institution is suggested to support the facilities and motivate by providing any media that support to the learning process, so that the teaching learning process can be developed to increase the students' ability.
- 4) For the readers; The readers are suggested to conduct the further research to find the interesting media in teaching listening.

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