

Popular Songs: Teaching Media to Enhance Students' Listening Comprehension

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ABSTRACT

Listening Comprehension is one of four skills that students need to master. However, many students face difficulties in mastering listening comprehension due to several problems such as a lack of practice making them difficult to understand the meaning in recorded oral texts. This research aims to find out the effect of popular songs as the media to teach listening comprehension on students' listening comprehension. Employing quantitative approach, the researchers carried out an experiment to know the students' listening comprehension score before and after being taught using popular song. The result of this research proves that student listening comprehension skill increased after being taught using popular songs. The finding of the research indicates that the popular songs can be used in improving students' listening comprehension especially in finding meaning from oral texts. Therefore, English teachers are recommended to apply popular songs for listening practices to enhance students' listening comprehension skill.

Keywords: listening comprehension, popular song, teaching listening

ABSTRAK

Listening Comprehension adalah salah satu dari empat keterampilan yang harus dikuasai siswa. Namun, banyak siswa yang mengalami kesulitan dalam menguasai listening comprehension karena beberapa masalah seperti kurangnya latihan sehingga mereka sulit memahami makna dalam teks lisan yang direkam. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan lagu-lagu populer sebagai media pembelajaran listening comprehension terhadap kemampuan listening comprehension siswa. Dengan menggunakan pendekatan kuantitatif, para peneliti melakukan eksperimen untuk mengetahui skor pemahaman menyimak siswa sebelum dan sesudah diajar dengan menggunakan lagu populer. Hasil dari penelitian ini membuktikan bahwa kemampuan pemahaman mendengarkan siswa meningkat setelah diajarkan menggunakan lagu populer. Temuan dari penelitian ini menunjukkan bahwa lagu-lagu populer dapat digunakan untuk meningkatkan pemahaman menyimak siswa, terutama dalam menemukan makna dari teks lisan. Oleh karena itu, guru bahasa Inggris direkomendasikan untuk menerapkan lagu-lagu populer untuk latihan menyimak untuk meningkatkan kemampuan pemahaman menyimak siswa.

Kata Kunci: listening comprehension, lagu populer, mengajar mendengarkan

Background

Listening Comprehension skill are often being left out in teaching learning activity this made the students are lack of listening comprehension skill. Listening is considered a difficult skill to understand (Lestary, 2019) this is because the English language teaching in Indonesia focuses on the other skill such as writing, speaking, and reading, and listening is the least skill to teach to student causing it as the most difficult skill to learn either for teacher and for the student. Lestary (2019) also stated that there are some problem



that the student face during listening comprehension they are; 1. Listeners can't understand what speakers mean because they can't control the speed at which people send messages. 2. Listen without asking the speaker to repeat or confirm the message. 3. Lack of vocabulary skills. 4. Mistakes in interpreting what the speaker wants. Interpreting meaning to get the exact message is the point of listening comprehension. Therefore, this research pointing out on how popular songs took part as media to help the students to interpret and catch the meaning of oral or spoken text. Supported by the material of 'song' in students' hand book, this study aim to enhance students' listening comprehension skill, especially on interpreting and catching meaning of the oral or spoken text. Brown (2006) recommends teacher to use their prior knowledge -generalized mental representations of our experience that are available to help us understand new experiences- before they can teach and explain listening activity to student, Brown also state that the students need bottom-up and top-down method to do the listening comprehension. The top-down strategy begins with meaning and moves toward language, whereas the bottom-up approach starts with language and moves toward meaning. Focusing in meaning, there are components of listening comprehension from Chastain (1988) in Ahmadi (2016) it stated, the first is the ability to identify and classify all the sounds, tones, and phonemes of another language that sounds the same in the mother tongue. The second is to understand the speaker's entire message. The third is the skill to hold the message in memory at a time until it can be processed, this aimed to strengthen students' auditory memory as they heard as much sound as possible. The last is comprehension, which is the speech reception at the syntactic, lexical, pragmatic, and discourse levels.

METHODE

This research has two variable, independent and dependent. The independent variable in this research is the use of Popular Songs as media to teach listening comprehension. Meanwhile the dependent variable of this research is the student listening comprehension skill. This research used quantitative approach, employing experimental methods with research design used is pre-test and post-test. This research conducted at SMAN 1 Kediri, employed all the 12 grade as the population and used purposive random sampling to choose 12 MIPA E as the sample. The data collection of this research used listening test as pre-test and post-test to find out the student listening comprehension score before and after being taught using popular song. The data analysis used in this research is the SPSS software 20' version.

FINDING AND DISCUSSION

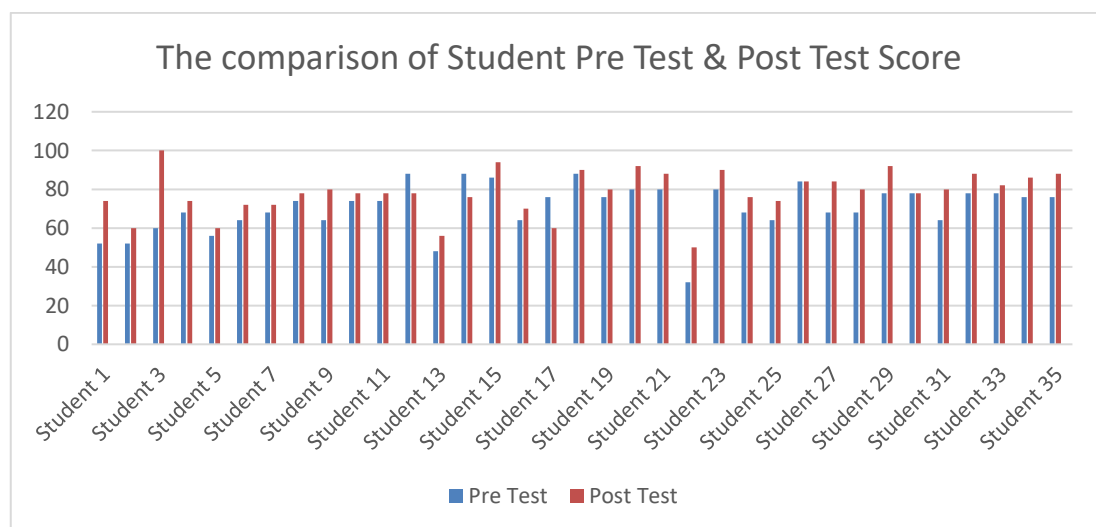
The study resulted the students listening comprehension increased after being taught using popular song, it can be seen in the table below. As it



shown that the mean of the students score increased 7.3 and significant 0,00 < 0,05 which mean that there is a significant effect of teaching using popular song in students' listening comprehension skill. This result linear with the study that is conducted by Listiyaningsih (2017) which showed that listening to English songs as the media can improve student listening skill by listening to popular songs especially exposing them to diverse vocabulary, colloquial expressions, and various accents. This study uses all the mentioned aspect from listyaningsih to help the students find the meaning of the song so that the students could also find the meaning of the oral text. Supporting the previous study conducted by Lestary (2019) which stated that student can improve their listening skill using strategies that can overcome their listening problem. The strategy mentioned is the use of popular song to improve students' listening skill. The aspect that students need while doing the listening comprehension is practice and applying the theory from Brown (2006) in using the prior knowledge to recount the past experience knowledge and apply the experience to the moment it is needed. Chastain theory also necessary to learn where there are steps of listening comprehension that students can apply while listening comprehension practice is being held.

Table 1. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - Post	-7.314	3.104	.525	-8.380	-6.248	13.942	34	.000



Grafik 1. Student Pre-test post-Test Score



CONCLUSION

As stated before, listening comprehension is an important skill that the students should master, in the other hand, student facing difficulties in interpreting the meaning of spoken English or oral text. This is why the researcher uses popular songs to help the student finding the meaning in oral text, along with the research conducted by (Rahmadona, 2022) that a song is a form of literary work that reflects a phenomenon or an individual expression, conveying a significant message to its listener. The message from the song is in the same page as the meaning of the oral text. Therefore, using experiment quantitative method, the researcher uses popular songs as learning media to help the student find meaning of the oral text.

This research found that the student listening comprehension was good, but the average score of the pre-test score did not reach the minimum score criteria. In the pre-test, the researcher found students hard to focus and had difficulties understanding the question's meaning. Based on the observation, the student did not have enough practice in listening comprehension, the language laboratory also cannot be found in the school environment, this showed that the school is not fully supporting student learning facilities, especially in learning language.

After being taught to listening popular songs, the student started to improve in practices that the researcher held during the treatment, practice on vocabulary in filling hollow lyrics adding vocabularies to student meanwhile after finishing filling the lyrics, the student had to find the meaning from the related lyrics, this makes student activate their prior knowledge in order the song that is used in the practice are from their choices. Therefore, the student must understand the meaning of the lyrics and where they can find the meaning. In the process of teaching listening in the classroom using practical learning, following the 'Song' material, the learning must be fun and interesting so students can participate in learning and be focused on the learning and practice. The practices are being discussed objectively, after students complete the hollow lyrics, the researcher asks the students if they can sing or read the whole lyrics to add speaking and reading skills to the student learning experience. Applying four skills in teaching is also new based on the student experience, looking back on the observation where the teacher used to do the same teaching method which is discovery learning where the student has to do a group discussion to discover the related material definitions, structures, and language features in a group. The researcher added the discovery of learning practically instead of focusing on theoretical, the term practical is where the student directly interacts with the media and finds their way to discover how to finish the task.

The treatment is well learned by the student as shown in the data that there is a significant improvement in student post-test scores. The student gained score compared to the pre-test and the post test score. This



improvement shows that the students achieved the listening skills that they needed in listening comprehension after following the researcher's suggestion during the practices. The student faces fewer difficulties while doing the test after they can understand the meaning of the spoken word from the recording. It is proved that songs can be used in teaching listening to understand the meaning of a certain text in listening comprehension tests. In conclusion, there are advantages and disadvantages of teaching listening using popular songs, one disadvantage that the researcher found was facing the students distracted by other things instead of focusing on the music. The advantage of using popular songs in learning was the researcher could change the classroom environment so it became more fun and relaxing, but it motivates the student to take part in the teaching and learning activity actively.

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