

THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

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Abstrak

Penelitian ini menunjukkan bahwa penggunaan *music video lyrics* sebagai media pembelajaran telah diimplementasikan untuk mengajar *listening* pada siswa kelas sepuluh di SMKN 2 Boyolangu, Tulungagung. Media ini tidak hanya dapat meningkatkan minat siswa namun juga dapat membuat mereka lebih tertarik ikut serta dalam kegiatan belajar di kelas. Dengan demikian, penelitian ini bertujuan untuk mendeskripsikan bagaimana guru menggunakan *music video lyrics* untuk mengajar *listening* pada siswa kelas sepuluh, dan mendiskusikan hasil dari kemampuan pemahaman mendengarkan dan respon siswa setelah penggunaan *music video lyrics*. Penelitian ini menggunakan metode deskriptif kualitatif. Dengan subjek penelitian guru dan siswa kelas X-AP-1 SMKN 2 Boyolangu, Tulungagung. Instrumen penelitian yang digunakan dalam penelitian ini adalah catatan saat dilapangan, tugas siswa, dan interview. Hasil penelitian dari penggunaan *music video lyrics* sebagai media pembelajaran menunjukkan bahwa guru telah mengikuti prosedur pembelajaran mendengarkan dari ahlinya. Bagaimanapun juga, guru dapat mengelola dengan sukses penggunaan *music video lyrics* untuk mengajar mendengarkan dengan hasil yang membawa manfaat dapat membantu kemampuan mendengarkan siswa. Hasil dari kemampuan mendengarkan siswa setelah penggunaan *music video lyrics* menunjukkan hasil yang bagus. Banyak siswa yang memenuhi kriteria mendengarkan komprehensif. Dan juga, siswa menunjukkan respon positif pada penggunaan *music video lyrics* sebagai media pembelajaran. Hal ini dapat dilihat dari respon mereka bahwa mereka tertarik dengan media ini dan mereka merasa media ini cukup membantu dan memotivasi mereka dalam proses kegiatan pembelajaran.

Kata kunci: *music video lyrics, teaching listening, teaching and learning media, tenth graders*

Abstract

This study showed that the use of music video lyrics as media has been implemented to teach listening to the tenth graders of SMKN 2 Boyolangu, Tulungagung. The media not only could increase the students' interest but also could make them engaged better in the classroom activities. Thus, this study aimed at describing how the teacher used the music video lyrics to teach listening to the tenth graders, and discussing the result of the students' listening ability and the students' responses after the use of music video lyrics. This study was a descriptive qualitative research. The subjects were the teacher and the students of X-AP-1 SMKN 2 Boyolangu, Tulungagung. The instruments used in this research were field note, students' task, and interview. The result of the use of music video lyrics as media showed that the teacher followed the procedure of listening activity suggested by the experts. Regardless, the teacher managed to successfully implement the use of music video lyrics to teach listening with the result that it brought some advantages that could assist the students' listening ability. The result of students' listening ability after the use of music video lyrics indicated a good result. Most of the students met the criteria of listening comprehension. Also, the students had positive responses toward the use of music video lyrics as media. It can be seen from their responses that they were interested in the media and they felt that the media was helpful and very motivating in a teaching and learning process.

Keywords: *music video lyrics, teaching listening, teaching and learning media, tenth graders*

THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

INTRODUCTION

In Indonesia, the government had applied the new curriculum of 2013 as a form of refinement of the previous curriculum of KTSP. Therefore, that curriculum brings the scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In scientific approach, the teachers should understand the steps; they are observing, questioning, experimenting, associating and communicating. By understanding them, the teachers can play their roles during the teaching and learning process. Curriculum of 2013 is different from KTSP which has specific skills in each subjects. In every subject in curriculum of 2013, the teacher can teach some skills even all of the skills in each subject, depending on the material. In curriculum of 2013, there is a song subject for the tenth graders that let the students be more creative to deliver the message conveyed from the song in an interactive way. Only in this subject the teacher can focus to teach listening.

Listening is one of the most receptive basic skills that must be mastered by the students since it is very important for them to build good communication. In building communication with others, students need to understand the meaning of the message delivered by their partners when they have a conversation. Laurent (2000) stated 'It is impossible not to communicate. Without listening ability, communication is impossible'. It is important for the students to learn how to listen, so they will be able to listen with understanding to communicate inside and outside the classroom.

Listening is one of language skills, which is a very crucial and communicative competence. Listening activities are also required in academic context, where the students have to deal with listening comprehension in the class. Unfortunately, in reality, it shows that the students are quite difficult to improve their listening ability because they sometimes feel bored of monotonous listening activity that causes the students' low response toward it. Moreover, they rarely practice their listening. They do not participate actively during activities. As Aprilianyah (2010) quoted Margulin's statement (1976) that if the students do not participate actively, they are not learning as much as they could.

As the researcher learned from that, the students face some problems in the classroom. These problems are caused by their lack of ability and the teachers. The students are not interested in the listening activity because the teacher usually gives strict monotonous technique in delivering it. Then it causes them to have low responses. Abbot (1981:142) stated that it is not enough if teachers only use instruction. In other words, students need something to help receiving information during the listening comprehension. Their problem will become more developed if the teachers do not bring any media in the class. It will certainly cause the students to lose their motivation in learning listening in the class. Beall et. al, (2008) stated that considering learning styles are also necessary when creating lessons, presenting material, and eliciting effective listening. From all these problems, the writer suggests the teachers to use the interesting media to teach listening in the classroom to help the students' understanding toward the material given. By presenting media in the class, the students will be able to comprehend the information easily because the visualization of the media can stimulate their mind, feeling, attention, and interest.

One media that teachers can make use of in a classroom listening activity is music. Almost everyone loves music and it becomes everyone's life style. Murphey (1990) suggested that for a long time many English teachers have recognized that song and music work well in language classes. By using song, students will not only be interested in the listening activity, but they also will learn the language accent, and memorize the grammar, remember that the information transmitted well with the mood, enjoyment, and motivation from the native singers. Moreover, the combination of music, video, and English lyrics in the song can be a powerful tool to complete their vocabulary knowledge in listening comprehension because the song lyrics are often highly repetitive. The students will be engaged in a lot of patterns of drills automatically without realizing it. By following the song as they listen and sing, they can improve their pronunciation and the use of natural reductions of English without noticing it.

An even more interesting media teachers can use is music videos. In this modern era music videos are popular among children and adolescents. They like

THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

watching music videos because the visualization can easily convey the message of the song, which is more interesting than only listening to the music. They can see their favorite singer, actor, and actress plays the role in the music video. Most of them have access to the Music Television Video (MTV) and watch an average of an hour to two hours of music video daily on the television. By using their gadget that connects to the internet nonstop, they can easily access them when they miss several ones. It is not something new to download a song (mp3) or even a video clip or a lyric video of the song (mp4) that is popular around them, so that they can listen and watch it over and over again. It is also common among them to read lyrics online and memorize them. This can actually lead teachers to an innovative way of teaching, especially in teaching listening, given the students are already familiar with the media. The similar way occurred in State Vocational High School 2 (SMKN 2) Boyolangu, Tulungagung. The teacher had already used this interesting media to teach listening, especially in the Song subject.

In this study the researcher found some previous studies that show the implementation of music video lyrics to teach song in many different ways. Sadid, Arina. (2013) conducted quantitative research, to be exact, an experimental research to investigate the effectiveness of pop songs in teaching simple past tense in performing monologue. There was also Ma'shum (2008) conducted classroom action research toward the improving students' listening skill by using song. The result of both previous studies shows that song could increase the students' ability in two skills (speaking and listening) and also brings good student's responses toward the material and the media, the song.

As elaborated above, the researcher believes that teachers can use music videos when having classroom listening activities. Therefore, in this study the researcher attempts to present a classroom activity in which the teacher uses the music video lyrics. The teacher shares a similar idea that an audio-visual media will not only increase the students' interest but also will make them engaged better in the classroom activities and assist their listening ability.

Finally, based on the background of study above, it can be simplified to discuss as follows:

- 1) How is the use of music video lyric as a media to teach listening to tenth graders of SMKN 2 Boyolangu, Tulungagung?
- 2) How is the students' listening ability after the use of music video lyric as a media to teach listening to tenth graders of SMKN 2 Boyolangu, Tulungagung?
- 3) How are the student's responses to the use of music video lyric as a media to teach listening to tenth graders of SMKN 2 Boyolangu, Tulungagung?

RESEARCH METHOD

This research was conducted by using descriptive qualitative methodology. As Ary et. al (2010) stated that this methodology describes and attempts to interpret experiences; and it provides rich descriptive data to understand a phenomenon, a process or a particular point of view from the perspective of the subjects. This study was aimed to describe the use of music video lyric as a media to teach listening to tenth graders of SMKN 2 Boyolangu, Tulungagung.

This research was conducted on the teacher and the students of X-AP class in SMKN 2 Boyolangu, Tulungagung. The researcher took the tenth graders because they were not familiar with listening activity after graduating from junior high school. The consideration for choosing this particular school as the population of the study was based on the fact that the English teacher in this school could describe the implementation of music video lyrics in teaching listening of song.

Some instruments were used in this research to collect the real actions of the tenth graders in SMKN 2 Boyolangu, Tulungagung. The First and second were used to describe the impl

ementation of music video lyrics in teaching listening by the teacher. The researcher observed the teaching and learning process by filling in the field notes and interviewing the teacher. Next, in order to describe the students' listening ability, the researcher used students task result. Then the last one was for describing the students' responses toward the implementation of music video lyrics in teaching listening, in which a set of questions was distributed to interview the students.

In collecting the first data, the researcher began conducting observation on the teaching and learning process while filling in the field notes. It was done in

THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

two meetings. After that, the researcher interviewed the teacher. Next, students' tasks were collected to analyze student listening ability. Last, to gather the students' responses, the researcher interviewed the students about their opinion on the use of music video lyrics as media.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher did the research in three meetings on Monday, March 30th, Wednesday, April 8th, and Friday, April 17th 2015. The researcher conducted the classroom observation on the first meeting and the second meeting by using the field notes. On the third meeting, the researcher gave out the questionnaires to the students and had an interview with the teacher after the class.

The Use of Music Video Lyrics as a Media to Teach Listening to the Tenth Graders of SMKN 2 Boyolangu, Tulungagung

Based on the result of two meetings on Monday, March 30th, and Wednesday, April 8th, the teacher followed the procedure of listening activity by Brown (2006) and Alberto (2010). The teacher also followed her lesson plan which she had prepared and said that she was obliged to seek the appropriate material through the books and the internet.

In the first meeting on Monday, March 30th, the teacher used *This is Me* song by Demi Lovato. She used both the music videos without lyrics and the music video lyrics in listening activities. She played music video lyrics once in the beginning in order to make the students memorize the lyric and let them take a note of the unfamiliar words that they listened to be discussed later on. After that, the teacher gave the individual task, the missing lyric, to them. The students should fill in the blank with the correct lyric by listening to the song. At this time, the teacher played music video without lyric. So here, the teacher let the students recall the song lyric they had listened before. After finishing the task, the teacher asked the students to discuss the answers by playing the music video lyrics.

In the second meeting on Wednesday, April 8th, the teacher used a different song, *Hero* by Mariah Carey. Because the students had already been familiar

with the second song, the teacher played the music videos without lyrics first to make them recall the lyric. Next, the teacher gave the learning sheets that involved the individual task (missing lyrics) and the group work. In the group work task, there are five questions that can be used to check the students' comprehension on their understanding of the song lyrics. Then, after completing both individual and group work tasks, the teacher played the music video lyrics to check their answers and discuss the content of the song and language feature contained.

The song that the teacher had chosen almost met all the criteria mentioned. They had different levels of difficulty. For the first song, *This is Me*, was more difficult than the second song because the teacher wanted to know in which basic of listening her students were. The rhythm of the song was faster although it contained simple and easily understood lyrics. While, the second song, *Hero*, had slower and softer rhythm. Still, both of *This is Me* and *Hero* had met all the criteria of a good video, its watch ability, completeness, length, content, and availability of related materials.

Moving on to the advantages, the result showed that the use of music video lyrics brought some advantages. According to Giraffe (2002:10), songs could bring the advantages to the classroom atmosphere, Language input, Teaching and learning vocabulary, and teaching and learning pronunciation. It was seen at the teaching and learning activities in the language laboratory, the students enjoyed the lesson. Then, without realizing they had recorded and memorized the lyrics of the song that were repeated, they learned the new vocabulary, pronunciation, and grammar naturally.

The Discussion of Students' Listening Ability after The Use of Music Video Lyrics to Teach Listening to the Tenth Graders of SMKN 2 Boyolangu, Tulungagung

In describing the students' listening ability, the researcher used the students' task. The researcher followed the scoring for listening comprehension adopted from Gottlieb (2006). There are five aspects; comprehension, fluency, vocabulary, pronunciation, and grammar.

Based on the result of the students' task from two meetings, it showed that the students were able to

THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

comprehend the listening material. In the first task, most of the students could complete the task and fulfill the criteria of listening comprehension of the song. Some of them had already mastered the vocabulary knowledge and easy to follow the listening activity in normal speed. While some of them answered with wrong words because they still need repetition to complete the answers. On the second task, group task, the result showed that some group quite fulfilled the criteria of listening comprehension. The students could complete the answers with only little mistake. In the second task, the students needed to present their answer in a for of comments. Some of them had already demonstrated an excellent understanding of the information presented as reflected by their presentation although some of them still used simple sentences and wrong pronunciation.

The Discussion of the Students' Responses on the Use of Music Video Lyrics as a Media to Teach Listening to the Tenth Graders of SMKN 2 Boyolangu, Tulungagung

The last that should be discussed by the researcher was the last research question about students' responses. In describing the students' responses, the researcher conducted a set of questions of interview with the students.

The result of the students' interview showed that the students were interested in the use of music video lyric to teach listening. As explained in chapter two, the teachers should know the students' interest in learning listening and the activities. Unless, the student will be bored and unwilling to learn anymore. It showed from the three first questions about students' opinion toward the use of music video lyrics especially to teach listening, some students answered with good response that this media was interesting.

Then the result of the last two questions about the advantages of using music video lyrics as a media to teach listening showed that some students answered that this media was helpful and motivated them to learn more. They stated that by using this media they can increase their vocabulary knowledge.

CONCLUSION

Based on the result of the study conducted by the researcher in two meetings, it could be concluded that:

The use of music video lyrics is well-implemented by the teacher. The teacher also follows the steps of teaching listening according to experts, and brings the advantages of the use music video lyric as media to teach listening in the classroom.

The students' listening ability showed good result in comprehending the song. It can be seen from the result of students' task that the students were able to comprehend the listening materials. They could complete the task and fulfill the criteria of listening comprehension of the song.

The students' responses toward the use of music video lyrics as a media to teach listening were positive, well motivated, in the classroom. Bringing such interesting media in the teaching and learning process can help the students avoid the boredom and make the class atmosphere alive and enjoyable. The good blend of Music, video, and lyric from music video (MV) lyrics not only could increase the students' motivation in doing listening activity but also could help the students learn many things such as grammar, vocabulary, pronunciation.

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THE USE OF MUSIC VIDEO LYRICS AS A MEDIA TO TEACH LISTENING TO THE TENTH GRADERS OF SMKN 2 BOYOLANGU TULUNGAGUNG

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