

**The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang****Ayu Puspita Sari**

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[ayusari1@mhs.unesa.ac.id](mailto:ayusari1@mhs.unesa.ac.id)**Abstrak**

Dalam mengajar bahasa Inggris ada empat keterampilan yang harus dikuasai, yaitu mendengarkan, berbicara, membaca dan menulis. Jenis keterampilan yang harus dipelajari dimulai dari mendengarkan. Keterampilan mendengarkan perlu dikuasai agar dapat berkomunikasi. Mendengarkan terdaftar sebagai dua keterampilan yang paling dibutuhkan dalam komunikasi, bersama dengan berbicara. Di Kurikulum 2013, mendengarkan lagu adalah komponen wajib dan dinyatakan dalam kurikulum dan menjadi bahan yang harus diajarkan. Dalam hal ini, peran guru diperlukan untuk membantu siswa dalam mengajar mendengarkan. Lagu bisa dianggap sebagai media. Lagu membuat siswa dapat belajar keterampilan mendengarkan. Selain itu, para siswa lebih terbiasa dengan lagu. Dalam penelitian ini, peneliti mengamati penggunaan lagu sebagai media dalam mengajar mendengarkan siswa kelas sepuluh dengan menggunakan penelitian kualitatif. Peneliti menggunakan beberapa instrumen seperti daftar observasi, pekerjaan siswa dan kuesioner. Berdasarkan hasil, penggunaan lagu sebagai media dalam mengajar mendengarkan siswa kelas sepuluh berhasil. Dapat dilihat bahwa para siswa menikmati kegiatan mendengarkan mereka. Mereka menanggapi pelajaran dengan positif dan antusias dan terlibat dengan mudah dalam seluruh proses pembelajaran. Selain itu, penerapan penggunaan lagu sebagai media dalam mengajar menyimak dapat meningkatkan keterampilan menyimak siswa. Hampir semua siswa mengatakan bahwa mereka tertarik dan termotivasi dalam belajar mendengarkan lagu ketika melakukan tugas, daripada cara konvensional belajar mendengarkan di kelas. Selain itu, mengajar mendengarkan melalui lagu juga bermanfaat untuk kemampuan mendengarkan siswa. Ini dapat diidentifikasi dalam karya siswa. Peneliti menemukan bahwa siswa lebih mudah menemukan konten dan konteks lagu saat mendengarkan. Apalagi para siswa lebih bersemangat di kelas. Ini bisa dilihat ketika banyak siswa menjadi sangat baik hingga sangat baik untuk pekerjaan mereka. Lebih lanjut, peneliti mengamati bahwa siswa dapat mengidentifikasi dan menjelaskan informasi spesifik tentang makna dan nilai moral dari lagu tersebut, tetapi jawabannya cukup sesuai dengan trek dan melangkah lebih jauh dari makna sebenarnya dari lagu tersebut. Penafsiran siswa tentang lagu dijelaskan dengan baik dan kedalamannya bagus tetapi siswa ini tidak dapat menjelaskan lagu dengan benar.

**Kata kunci:** *Lagu Bahasa Inggris, Pembelajaran Mendengarkan***Abstract**

In teaching English there are four skills that should be mastered, those are listening, speaking, reading and writing. The sort of skills to be learned is started from listening. Listening skill needs to be mastered in order to be able to communicate. Listening is listed as the two most required skill in communication, together with speaking. In 2013 Curriculum, listening to the song is an obligatory component and stated in curriculum and become materials that should be taught. In this case, the role of teacher is needed to assist students in teaching listening. Songs can be regarded as the media. Song makes students able to learn listening skill. In addition, the students are more familiar with song. In this study, the researcher observed the use of song as the media in teaching listening to tenth graders by using qualitative research. The researcher used some instruments such as observation checklist, students' work and questionnaire. Based on the result, the use of song as the media in teaching listening to tenth graders was successful. It can be seen that the students enjoyed their listening activity. They responded positively and enthusiastically to the lesson and engaged easily in the whole learning process. In addition, the implementation of the use of song as the media in teaching listening could improve the students listening skills. Almost all students said that they were interested and motivated in learning listening to the song when doing the assignment, rather than the conventional way of learning listening in the classroom. Besides, teaching listening through songs is also beneficial for the students' listening ability. This could be identified in the students' works. The researcher found that the students were easier to find the content and context of the songs while listening. Moreover, the students are more excited in the classroom. This could be seen when a lot of the students got *excellent to very good* for their works. Furthermore, the researcher observed that the students could identify and explain the specific information about the meaning and moral value from the song, but the answers were quite of the track and went further from the real meaning of the song. The student's interpretation of the song is well explained and the depth was good but this student was not able to explain the song correctly.

**Key words:** *English Song, Teaching Listening*

## INTRODUCTION

Language skills have four fundamental and interactive abilities, namely listening, speaking, reading and writing. In learning language, listening skill need to be mastered in order to be able to communicate. The first step in learning native language, the short of skills to be learned is started from listening. Then it is followed by speaking and reading. The last skill to be acquired is writing.

For students, listening is very important skill that has to be mastered. Listening also is the most basic and powerful way to connect to another person is to listen. Perhaps, the most important thing we ever give each other is our attention. According to Saricoban (1952), listening is one of fundamental language skills.

On the ground, listening skill is a vital English skill to be mastered since it enables the students to gather and be exposed by information and knowledge for their path of success communication with their interlocutor. The level of listening mastery of the student determines the quality of how successful the communication of the students. In building good communication, individuals need to be able to understand about the interlocutor messages through sounds. Without listening ability, communication is impossible (Kirwan, 2009). Hence, listening is listed as the two most required skill in communication, together with speaking.

Despite, the teacher need to explicate why listening is important in students live and useful in every situations that include communication. Moreover, a ton load of problems and preventable arguments could be vetoed by mastering a good listening skill. However, the teacher typically uses auditory method in throughout the teaching and learning process with assumption that the students are always able to follow the classroom and have good listening skill. In reality, English (2009) stated that in classroom, listening skill is generally taught in traditional classroom setting with typical classroom desks and chairs arrangement.

Nevertheless, Saricoban (1952) argued that, listening sequences should usually be divided into three parts; pre-listening, whilst listening and post listening. The activities in the stage pre-listening to the songs are the teacher greets students, check students' attendance list and them to pray. Then, the activities in the stage are whilst listening includes the stage in scientific approach such as observing, questioning, experimenting, associating and communicating. In this stage, of observing the teacher tells the materials and starts to give a task to the students. The students find the information in the stage of experimenting. In the stage associating, they try to compare the first song with the second song, then in the last stage, communicating they present their work. The last stage is post listening. In this stage the teacher end the lesson by leading them to pray. With the intention of the importance, the teacher need to find more interesting and enjoyable method of teaching, and one of the techniques is by using songs.

There are numerous researches that have proven the effectiveness of applying songs in English language

learning classroom. According to Hornby Aleva (1990), a song is piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Lo and Fau Li in Saricoban (1998) said that songs can build a good atmosphere for students who often are less.

More recent study showed that the implementation of songs how significant the song could improve the students' listening skills (Hidayat, 2013). An experimental research was conducted by Hidayat (2013) and found out that songs could improve the students' listening comprehension skills with the evidence of a quantitative data by using t-test. A phenomenon based research also carried out by Shofiyah (2015). In her Classroom Action Research (CAR), she found out that even in the first cycle, the students' score was significantly improved and the students were motivated and interested throughout the teaching and learning process.

However, most of the study were based on quantitative research, and neglecting what really happen in the classroom. This qualitative based research will show the reader deeply the real classroom situation when songs is implemented in the classroom. Furthermore, the process of how the students study in the classroom also become the main focus of the writer. As stated by El-Nahhal(2011), English songs could bring positive emotional attitude to language learning. Therefore, the writer will also focus on the preference of the students in conducting listening activities.

## METHODOLOGY

### 1. Participant

The participants of this research were the students of XI- IPA 1 SMA 1 Jombang. The students will be selected with consideration that they are same level. The researcher chooses the tenth graders because the 2013 curriculum since a year ago and it has been implemented the song in teaching listening.

### 2. Instruments

The researcher conducted descriptive research and used qualitative approach. In this study, the researcher conducted descriptive qualitative research gaining the data on the field. For those explanations and definitions about descriptive qualitative were just fit with what the researcher wants in conducting this study. Based on the first research question, the researcher wanted to explore how is the use of English song as one of media in teaching listening to the tenth graders in SMA 1 Jombang. For the second question, the researcher wanted to explore how are the students' works through English song as one of media in teaching listening to tenth graders in SMA 1 Jombang. For the third research question, the researcher wanted to explore hoe are the students' responses through English song as one of media in teaching listening to tenth graders in SMA 1 Jombang.

In this research the researcher used observation checklist, students work and questionnaire. 1) The data which were obtained are the result of observation

checklist which includes teacher's activities, students' activities, material and media in teaching learning process, whereas the sources of the data were atmosphere in the classroom and the activities during teaching and learning process. 2) The data which is obtained was students' listening result. The result could be in word or sentences of students' listening result that is acquired from students' listening task which is given from the teacher by helped the researcher. 3) The data which is obtained are the students' answer.

### 3. Procedure

This study aimed to describe the teacher and students while using English song as the media in teaching listening to tenth graders in SMA 1 Jombang. The types of design study was qualitative. According to Cohen (2007), the aims of descriptive qualitative are to summarize, to prove, to examine the application and to operate the same problems in the different context. After completing the observation, the researcher analyzed the data. In analyzing the researcher used some stages. Ary et al. (2010) states that there are three stages analyzing the data, those are familiarizing and organizing, coding and reducing, interpreting and representing. In this case, the researcher only used several stages those are coding and interpreting.

#### 1. Classification

After getting the data, the researcher classified the data based on the listening task. Firstly, the researcher took deep review on the observation. In analyzing the data from the observation result, the researcher made a classifying. Classifying allowed the researcher to examine the use of English song as one of media. For example, the atmosphere in the classroom, the way the teacher taught the students and the time span to finish the task.

#### 2. Interpreting

The second step was interpreting or describing the result of students' work. After took review on the result of the students' work, the researcher described or interpret how the students comprehension their listening skill by using English song as one of media.

## RESULTS& DISCUSSION

This part explain about the data analysis that has been obtained. Each part explained in this chapter answer each research questions which first research question is how does the teacher teaching listening by using songs, second is do the students complete the tasks in learning listening by using songs, and the last what is the students' response through English song as the media in teaching listening.

### 1. The Use of Song as the Media in Teaching Listening to Tenth Graders

The research was conducted in two meetings; those were on 12<sup>th</sup> June 2016 and 14<sup>th</sup> June 2016. In the first meeting the teacher came into the class and greeted the

students. The class was so noisy and the other students were still outside the classroom then the teacher waited all students to enter the class completely. After the teacher asked the students to quite enough to follow the lesson, the teacher asked the students to review the previous lesson and check the attendance list. Before started the lesson, the teacher asked to the students to tidy up and clean up the class room. Moreover, the teacher also introduced the researcher to the students in front of the class.

#### 1. The first meeting

##### a) Pre listening

In this stage, the teacher greeted the students and checked the attendance list. There was no student absent that day. There was small talking with the teacher and students before starting the lesson. The teacher introduced the observer to the students.

Lesson Transcript		
Line		
1.	Teacher	: / Good morning students/
2.	Students	: / Good morning ma'am /
3.	Teacher	: /How are you today? /
4.	Students	: /I'm fine thank you, ma'am, and you? /
5.	Teacher	: /I'm fine too thank you? /
6.	Students	: /Ma'am, I'm good, Ma'am good good..hehe /
7.	Teacher	: / Yes Indra, you always good condition, right?/
8.	Students	: /Hah... Opoiku?...oh yes Ma'am/
9.	Teacher	: /Ok I will check the attendance list now. Who is absent today?/
10.	Students	: /Ndakada Ma'am.. (No one is absent, Ma'am)/
11.	Teacher	: / All the students here? , That's good I'm happy to hear that!/ <i>Nah hariinikitakedatangantamudari UNESA. Here Miss Ayu, she is going to do the observation in this class. Please be nice with Miss Ayu. Ok?/</i>
12.	Students	: /Oke Ma'am. Nice to meet you Miss Ayu/
13.	Researcher	: / Hello everybody. Nice too meet you too /

Furthermore, the teacher told them that the material was going to be learned is listening to the song. To trigger them, the teacher asked the students whether they like it or not. To create the enthusiastic, some students should mention the name of the song that the most they like. Many students who raised their hand and shouted to answer the teacher' question.

##### b) Whilst listening

##### Observing

In this activity, the teacher prepared the materials such as opened her laptop and prepared the speaker. After all the materials had been ready, the teacher should pay attention the song. She also explained that she just played the beginning of the song lyrics and they must be guessed. The class got noisy and teacher told the students to pay attention on her again. The teacher started the lesson with gave motivations and brainstorming to the students with some questions related with teaching listening using song. The teacher also told the students to make a good atmosphere because the teacher only used speaker. After played the beginning of the song lyrics, most of the students answered “a whole new world”.

## Questioning

In this stage, the teacher gave some knowledge related the song. Then, the teacher plays the song again. The song was very easy to understand. The teacher gave a handout to the students. The teacher explained the content of the handout. She explained that the first part of question is completion, second was finding meaning of the songs and moral value. Before doing the task, the students were told to find the difficult words in that questions. Students allowed finding the dictionary. However, there were some students who did not bring dictionary and they asked some questions related to the difficult vocabularies in the handout. The teacher did not answer the question, but the teacher led other students to answer student's question.

## Experimenting

After that, the teacher played the song until three times to make sure that students understand all the information in that song. When it finished, the students had five minutes to check their answer again.

## **c) Post listening**

After they finished answer the question, the teacher re-play the song with pause to make them easier find the right answer. However, they were more difficult to find a good vocabulary in answering the meaning of the song. In the end of learning time, the teacher played the song again. After that, the teacher greeted them and reminds them that there were still songs with another genre in the next meeting.

## 2. The second meeting

The second meeting was held on Friday, 14<sup>th</sup> of June 2016. The class started at 08.30 a.m.

### **a. Pre listening**

As usual, the teacher greeted the students and checked their attendance list. There was one student absent. The teacher started the class by reviewing them what they learned last meeting.

Line	Lesson Transcript	
1	Teacher	: / What we have learned last week?/
2	Students	: / Song mam, Westlife mam../
3	Teacher	: / Oke good, what is the meaning of the song?/
4	Students	:/The meaning of the song is achieving future goals./

After that, she told the material that was going to do listen to another song.

### **b. Whilst listening**

#### Associating

Then, she prepared the material and asked them to listen the speaker carefully. The second song entitled “Beauty and the Beast”. As the previous meeting, the teacher played the beginning of the song and asked them to guess the title of the song. The second song was rather difficult than previous song. They had to think hard to guess the title of the song. The teacher tried to trigger by playing the middle of the song and told them the characteristic the song. One of students raised that hands and could guess the title of the song.

After that, the teacher gave the previous handout and new handout. There were supposed to differentiate the previous song. The previous meeting, she asked the student to find the difficult words by looking dictionary.

Then, she played the song three times. After that, they gave a few minutes to them to check their work. In that lesson, they were supposed to answer the question, find the meaning of the song and find the differences between first and second song.

#### Communicating

They swapped their work with their seatmate and checked together by guiding the teacher. The students answered the completion questions. For answering the differences between first and second song, teacher asked students to answer the answering question in the whiteboard.

### **c. Post listening**

Before the end of the lesson, the teacher played the first song and it followed by second song until the bell rang. After the ball rang, the teacher ended the lesson and asked them to cleaned up the book.

After conducting observation two times, the researcher concluded that the use of song as the media in teaching listening at tenth graders was good. The students felt enjoyable by listening to the song. In addition, the students were interested and got involved in the learning process enthusiastically. The songs are familiar for them so they could follow the lesson easily.

## **2. The Students' Works by Using Songs as the Media in Teaching Listening to Tenth Graders**

The students' work discussed in the second questions. The data were collected by using students' listening task. Students listening task was given in two times by teacher helped by the researcher. The researcher analyzed the listening task by describing the result of students' work. In the result of students' work in terms of the correct lyric and language use in finding the meaning of the song. In this case, the result of students' work is categorized into four levels. Those are *excellent to very good*, which belongs to the students who have excellent understanding of the song which means their listening is very good; *very good*, which belongs to the students who have very good understanding of the song which means their listening is good; *good*, which belongs to the students who have good understanding of the song which means their

listening skill is good enough; and *fair*, which belongs to the students who have enough understanding and their listening skill is fair. Furthermore, the researcher also used score which is categorized into four levels for completion question (*excellent to very good, very good, good, and fair*).

### 3. The Students Response on Using Song as the Media in Teaching Listening

The students' response discussed in the third research question. It got from questionnaire. The researcher distributed in the end of teaching learning process after implemented the use of songs as the media in teaching listening at class. There were fifteen questions in the questionnaire. The form of the questionnaire is in the form of checklist.

The first two questions of the questionnaire was about the students' language learning. The first question was *"I love to learn English and I am happy if I (could) learn it"*. More than half of the respondents stated that they enjoy learning English. The answers of this first question could mean that they are really enjoy learning English and would learn this language even they are not in the school. The next question was *"I would learn English even there is no requirement for me to do so in home."* About a half of the respondents stated that they would use their time in home or outside of school to learn English. However, this question could not determine how they learn English outside of the school.

The question number three to five stated about their difficulty in learning English. The third question was *"I feel that learning English is difficult and I find a lot of things I don't understand"*. Most of the students stated that learning English is not difficult. The fourth question was *"If I find difficulties I will find the explanation about them"*. Most of the students stated that they will find the answers of their difficulties. The fifth question was *"If I hear anything about English I don't understand what the speaker says"*. About more than half of the students stated that they mostly do not understand in English listening. These three questions explain that the students actually feel learning English is easy and would find solution if they find difficulties in learning English. However, the fifth question stated that more than half of the students troubled in understanding the speaker.

The sixth and seventh questions tried to explain the solution of listening and try to see their point of view about using songs in learning language. The sixth question was *"I think English songs could be used to learn language in school"*. All of the respondents stated that they believe songs are useful and could be used in the classroom as the teaching media. The seventh question was *"I think English songs could be used to be the solution while the learners find difficulty in listening"*. All of the students agree that songs is the solution of the difficulty while learning listening. These questions show the positive feedback from the students about using songs as solution of the listening difficulty.

The eighth to tenth questions tried to explain how they enjoy the application of song in learning language in

classroom. The eighth question was *"I never use English songs as the way to learn listening"*. Most of the students have not use English songs to learn listening. The ninth question was *"the atmosphere is more fun if I learn English by using songs in the classroom."* Most of the respondents believe that they feel more fun while using songs in the classroom. The tenth question was *"The lesson of using songs in the past two weeks are exciting."* All of the students agreed that they are more excited in learning English in the past two weeks (while songs are implemented in the classroom).

The eleventh to twelfth question were about the problems of applying songs and its possible solution. The eleventh question was *"I was having problems in learning listening in the classroom while using English songs."* Most of the respondents having no problem in learning listening in the past two weeks, however, there are still some respondents that feeling difficulties in learning listening by using songs. Therefore the next question will gather the problem, as in eleventh question, *"I feel difficulties in..."* The respondents' response to this question by mostly about "listening to the recording", and a little said that "the activity is not quite fun". This shows that the implementation of songs should be more interesting and teacher should provide a fun activity for the students too. The twelfth question was *"The implementation of songs will be better if..."* The respondents' response to this question mostly "the speaker is clearer", "there is games in the activity". This answers could be the answer to the difficulties in learning listening in the classroom.

The thirteenth to fifteenth questions based on their point of view of the benefits of using English songs in learning listening. The thirteenth question was *"I enjoy learning English in the classroom more when the teacher use songs to teach listening."* Most of the students stated that they enjoy more in the classroom while English songs became the media of learning listening. The fourteenth question was *"Learning listening would be easier when English songs are used to teach listening."* Most of the students agreed that they feel easier to learn listening by using English songs. And the last question in the questionnaire was *"I will continue use English songs to learn English"*. Most of the respondents stated that they will continue use English songs not only learning listening or vocabulary, but also to learn the language.

### Discussion

In this part the researcher presents a discussion, about the discussions of the use song as the media in teaching listening at tenth graders in SMA 1 Jombang, the students work by using song as the media and students' response by using song as the media.

#### 1. The Use of Song as the Media in Teaching Listening to Tenth Graders

From the result of the study, it is obvious that the use of song as the media in teaching listening at tenth graders conducted well. There are five stages in teaching learning process; observing, questioning, experimenting,

associating and communicating. According to Saricoban (1999) in teaching listening divided into three part; pre-listening, whilst listening and post listening. The teacher did the stages in teaching learning process was very well. In the first meeting, the teacher did stages in curriculum 2013 and also the sequence in teaching listening. In the pre listening, she greeted the students well and check students' attendance list. She also asked the students to put and threw the rubbish in to the trash. There are eight components in the first and second core competences for junior high and senior high school those are; polite, care, honest, discipline, self-confidence, responsible, cooperative and tolerate.

Whilst listening includes stages in scientific approach. Start from observing, questioning, experimenting, associating and communicating. In the observing stages, the teacher can do some activities such as observe the students by using song as the media in teaching listening that were going to be learned. In this case, the teacher do the same activities that is suggested in scientific approach.

The next stage is questioning. She prepared the learning material and media during teaching learning process very well. The teacher gave the handout to the students and asked the student to find the difficult words by looking the dictionary before doing the task. Some of the students did not bring the dictionary. However, there is a few words that all students did not know the meaning of the words. Then, teacher answers it. The tasks consist of three kinds of questions such as completion, answering meaning the song and finding moral value (Masden : 1983).

After all questions have answered, the teacher did the next stage that is experimenting. The teacher played the song which entitled A whole new world until three times to make sure that the students got all the information. Before listening to the song, the teacher reminded the student to take a note if there was important information.

After did the task, the teacher did the last step that is post listening. In post listening, the teacher asked the students to swap their work with their seatmate and corrected their work together with the teacher.

Furthermore, in the second meeting, as the previous meeting, the teacher started to do pre listening that was greeting them and checked attendance list. In whilst listening the teacher reminded them there were another song with another genre was going to listen and learn today. They were look enthusiastic. As the previous meeting, the teacher triggers them by playing the beginning of the song lyric and asked them to guess the title of the song. The second song is entitled beauty and the beast. This song is quite difficult to guess rather than the first song. Then, she played the middle of the song lyric and finally there was one of students could guess the title of the song. Based on the associating stages, the teacher gave the students handout, the previous handout and the new handout. The different was just they should find the differences between the first and the second song. After finished it, they discuss together and corrected the answer together.

The teacher did the pre listening, whilst listening and post listening was quite good. However, she did not use all stages in scientific approach in the first meeting and also in the second meeting. In the first meeting use observing, questioning and experimenting stages and the next stages was associating is continued in the second meeting.

From the discussion above, the researcher concluded that the use of song as the media in teaching listening at tenth graders successfully used in teaching listening for tenth graders. All students could catch the meaning of the song easily. Besides, they could find the differences between the first song and the second song. Saricoban (1999) stated that she had designed the activities by playing the beginning of the song lyrics and asked them to guess the title of the song.

## 2. The Students' Works by Using Song as the Media in Teaching Listening to Tenth Graders

The use of song as the media in teaching listening was successfully used. It showed on the result of students' work. Most of students got *excellent to very good* in the first and second task. They were able in doing completion parts of question. They could catch the meaning, finding moral value and find the differences between the first and second song by looking at the lyric of the song.

For further information, based on the lesson plan of 2013 curriculum, the teacher gave the task twice. First task was in the stage experimenting. They asked to get all the information in "a whole new world" song. Then, it was followed to listen another song in second meeting which entitled "Beauty and the beast". This activity was in the stage associating. The students should find the differences between the first song and second song. After the students finished doing the task, they corrected their work by the teacher.

The last discussion, the purpose the use of song as the media in teaching listening to tenth graders is to make good atmosphere. Increase students mood and it can make them easily catch the material from the teacher.

### Task 1

**Rate: Excellent to Very Good**

**Answer the question with the correct answer!**

1. What is the meaning of the song?

*Aladin explore a whole new world*

2. What is the moral value of the song?

*We can't know before trying and more trying*

This piece of student's work belongs to the answers for the questions about finding the meaning and moral value of the song. After the song played, then he had to read the questions and answer his comprehension about the song. Therefore, the researcher sees that the particular student catches the meaning of the song and elaborated their ideas that try to explore and more trying to finds what we want.

Although, before the student could understand the meaning of the song, the student need to understand the vocabulary that are used in the song and also use it for

the answer and explaining what they feel about the song. However, here the researcher found no problem at the student's vocabularies recognition.

I can <u>show</u> (1) you the world Shining, shimmering, splendid Tell me, princess, now when did You last let your heart decide? I can open your eyes Take you <u>wonder</u> (2) by wonder Over, sideways and under On a magic carpet ride A whole new world A new <u>fantastic</u> (3) point of view No one to tell us no or where to go Or say we're only <u>dreaming</u> (4) A whole new world A dazzling place I never <u>knew</u> (5) But when I'm way up here It's crystal <u>clear</u> (6) That now I'm in a whole	A hundred thousand things to see Hold your breath - it gets better I'm like a shooting star I've come so far I can't go back to where I used to be A whole new world Every <u>turn</u> (9) a surprise With new horizons to pursue Every moment red-letter I'll chase them anywhere There's time to spare Let me share this whole New world with you A whole new world A whole new world That's where we'll be That's where we'll be
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From this task of completing the lyric, it could be observed that the student could answered correctly those questions. There was no blank answer while she can identify the word very well. By this reason, the teacher rated this handout as excellent.

**Rate: Very Good**

**Answer the question with the correct answer!**

1. What is the meaning of the song?  
*Aladin wants to explore a whole new world*
2. What is the moral value of the song?  
*We must try and do not give up*

From this handout answered by another student, the researcher observed that the student could identify the specific information about the meaning and moral value from the song. She almost has no problems at recognizing vocabulary and very good in elaborating their ideas but she made a few mistake in grammatical patterns. Some identifiable mistakes in the grammatical patterns are from the second answer, which has an Indonesian style of English (should be "we should never stop trying.")

I can <u>show</u> (1) you the world Shining, shimmering, splendid Tell me, princess, now when did You last let your heart decide? I can open your eyes Take you <u>.....</u> (2) by wonder Over, sideways and under On a magic carpet ride A whole new world A new <u>fantastic</u> (3) point of view No one to tell us no or where to go Or say we're only <u>dreaming</u> (4) A whole new world A dazzling place I never <u>knew</u> (5) But when I'm way up here It's crystal <u>clear</u> (6) That now I'm in a whole	A hundred thousand things to see Hold your breath - it gets better I'm like a shooting star I've come so far I can't go back to where I used to be A whole new world Every <u>turn</u> (9) a surprise With new horizons to pursue Every moment red-letter I'll chase them anywhere There's time to spare Let me share this whole New world with you A whole new world A whole new world That's where we'll be That's where we'll be A thrilling chase A wondrous <u>place</u> (10) For you and me
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From the answers obtained, we could see some mistakes that exists in the student's work. For the question number seven, there should be "feeling" as the correct answer for the blank word, yet the student answered "feelings". There was a blank answer because she did not answer question number two. From this, the

researcher interprets that the student did not listen carefully.

**Rate: Good**

**Answer the question with the correct answer!**

1. What is the meaning of the song?  
*He wants to invite her and explore a whole new world*
2. What is the moral value of the song?  
*Don't give up and show it's for the good*

From this handout answered by another student, the researcher observed that the student could identify and explain the specific information about the meaning and moral value from the song. The student's interpretation of the song is well explained and the depth was good since he explains about the song correctly. However, the question number two was confusing therefore the teacher rated this handout as good.

I can <u>show</u> (1) you the world Shining, shimmering, splendid Tell me, princess, now when did You last let your heart decide? I can open your eyes Take you <u>wonder</u> (2) by wonder Over, sideways and under On a magic carpet ride A whole new world A new <u>....</u> (3) point of view No one to tell us no or where to go Or say we're only <u>dreaming</u> (4) A whole new world A dazzling place I never <u>knew</u> (5) But when I'm way up here It's crystal <u>clair</u> (6) That now I'm in a whole	A hundred thousand things to see Hold your breath - it gets better I'm like a shooting star I've come so far I can't go back to where I used to be A whole new world Every <u>....</u> (9) a surprise With new horizons to pursue Every moment red-letter I'll chase them anywhere There's time to spare Let me share this whole New world with you A whole new world A whole new world That's where we'll be That's where we'll be A thrilling chase A wondrous <u>place</u> (10) For you and me
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From the answers obtained, we could see some mistakes that exists in the student's work. For the question number six, there should be "clear" as the correct answer for the blank word, yet the student answered "claire". There was a blank answer because she did not answer question number three and nine. From this, the researcher interprets that the student did not listen carefully

**Rate: Fair**

**Answer the question with the correct answer!**

1. What is the meaning of the song?  
*The people that to wish free indescribable feeling from a whole new world*
2. What is the moral value of the song?  
*Don't give up and show it's for the good*

From this handout answered by another student, the researcher observed that the student could identify and explain the specific information about the meaning and moral value from the song, but the answers were quite off the track and went further from the real meaning of the song. The student's interpretation of the song is well explained and the depth was good but this student was

not able to explain the song correctly. Moreover, the question number two was confusing, therefore the teacher rated this handout as fair.

<p>I can show (1) you the world Shining, shimmering, splendid Tell me, princess, now when did You last let your heart decide? I can open your eyes Take you wonder (2) by wonder Over, sideways and under On a magic carpet ride A whole new world A new ... (3) point of view No one to tell us no or where to go Or say we're only dreaming (4) A whole new world A dazzling place I never know (5) But when I'm way up here It's crystal clear (6) That now I'm in a whole  New world with you Now I'm in a whole new world with you Unbelievable sights Indescribable feeling (7) Soaring, tumbling, freewheeling Through an endless diamond sky A whole new world Don't you dare close (8) your eyes</p>	<p>A hundred thousand things to see Hold your breath - it gets better I'm like a shooting star I've come so far I can't go back to where I used to be A whole new world Every ... (9) a surprise With new horizons to pursue Every moment red-letter I'll chase them anywhere There's time to spare Let me share this whole New world with you A whole new world A whole new world That's where we'll be That's where we'll be A thrilling chase A wondrous ... (10) For you and me</p>
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From the answers obtained, we could see some mistakes that exist in the student's work. For the question number five, there should be "knew" as the correct answer for the blank word, yet the student answered "know". There was a blank answer because she did not answer question number three, nine and ten. From this, the researcher interprets that the student did not listen carefully.

### 3. The Students Response on Using Song as the Media in Teaching Listening to Tenth Graders

In the end of observation, the researcher distributed questionnaire to the students. The questionnaire was aimed to know the students' responses when the teacher used songs as the media in teaching listening. As the result, it could be concluded that dominantly the students agreed that song as media helped them in teaching listening. It could be seen that most of them said that English was difficult. Almost of them answered very like when the teacher used song as the media in teaching listening. Also it was really contributed in atmosphere of classroom. Lo and Fai Li in Saricoban (1998) said that songs can build a good atmosphere for students who often are less interested when learning English in a formal classroom setting. The use of song in the classroom has several advantages. It can entertain the learners and make them feel relax while they are learning and practicing.

### CONCLUSION AND SUGGESTION

From the result, it can be concluded that was conducted by the researcher in the listening class which followed by the students in tenth grade of SMA 1 Jombang, it was found out that the teacher mainly use the recorder to play the English songs and the lyric was used as the assignment for the students. The way the teacher assess the students' comprehension in listening songs is by using those assignments that were taken from the songs' lyrics. As in the questionnaire, the researcher

found out that using English songs in learning listening is actually purposeful, however the teacher need to use fun activities to enhance the purposefulness and benefits that presented in the implementation of songs. All in all, the teacher implemented all stages suggested in 2013 curriculum in teaching listening. The students make a good interaction while teaching learning process.

Teaching listening through songs is also beneficial for the students' listening ability. This could be identified in the students' works. The researcher found that the students were easier to find the content and context of the songs while listening. Moreover, the students are more excited in the classroom. This could be seen when a lot of the students got *excellent to very good* for their works. Furthermore, the researcher observed that the student could identify and explain the specific information about the meaning and moral value from the song, but the answers were quite of the track and went further from the real meaning of the song. The student's interpretation of the song is well explained and the depth was good but this student was not able to explain the song correctly.

In addition, the implementation of the use of song as the media in teaching listening could improve the students listening skills. Almost students said that they were interested and were motivated in teaching listening to the song when doing the assignment, rather than the conventional way of learning listening in the classroom. It could be concluded that the use of song as the media to teach listening was the appropriate media in teaching listening.

Based on the observation, the researcher gives suggestions to the teacher. The researcher found that the students felt interested when the teacher used media in teaching learning process. The teacher should be more patient and creative in delivering the material. The teacher also make the consideration with kind of media that supported in teaching learning process such as speaker. Moreover, the teacher could use another method in answering the students' questions by asking another student to answer it. It seems to be more cooperative than just asking them to look at the dictionary. In addition, the researcher suggests to other researchers to conduct a similar study but different aspect such as grade level of education.

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