

Improving the Grade IX-C Students' Participation and Their Listening Comprehension Achievement by Using English Pop Songs at SMP Negeri 2 Tanggul

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Abstract

The purpose of this research was to solve the problems dealing with the students' participation and listening comprehension achievement by using English pop songs. The research design was Classroom Action Research. The area and subjects of this research were chosen purposively by using purposive method. The data were collected from listening test, observation, interview and documentation. The results of this research showed that there were improvement of students' participation and their listening comprehension achievement in Cycle 1 to Cycle 2. In Cycle 1, there were 60.56% of the students who actively participated during the teaching learning process. Meanwhile, there were 51.42% of the students who achieved the target score. Beside, in Cycle 2, there were 79.68% of the students who actively involved during the teaching learning process, while 75.75% of the students achieved the target score. It proved that the use of English pop songs as the instructional material could improve the students' participation and their listening comprehension achievement.

Keywords: *Classroom Action Research, English Pop Songs, Listening Comprehension Achievement, Students' Participation.*

vocabularies. Meanwhile, when the teacher conducted listening activities, usually the teacher gave the listening materials which are in

INTRODUCTION

Listening is a daily need. In everyday life, people listen to the news; listen to other people talking, listen to announcements, and also listen to songs. It means that almost every day people listen to something in order to get some information which they want to. Without having a good listening ability, it is difficult for people to comprehend the spoken language and there will be a gap in communication. Therefore, surely listening has an important role in our life.

With the ability to listen, people can get as much information as possible which is provided all over the world. It can enlarge their knowledge and make communication run well. However, for the EFL students listening comprehension can be a difficult subject to master. It is supported by Vandergrift (2007:191) who states that listening is often perceived by language learners as the most difficult skill to learn and consequently can become a source of anxiety.

Moreover, based on the result of a preliminary study by interviewing the English teacher conducted at SMP Negeri 2 Tanggul, the students in the ninth grade especially class IX-C had a problem in listening skill. The English teacher claimed that they were less motivated in the teaching learning process of listening because of lacked

the form of monologues or dialogues from the text book. The listening material given were had similar lines, the theme were monotonous, when the teacher gave a material in the form of dialogues; the teacher just read lines in the dialogues and perform in turn. As a result, the students were not interested in learning listening, and they could not easily increase their listening comprehension achievement because the activities were boring. Of course, it could not make them do the test well, so their average score was still low. Based on the information from the English teacher among those five classes in the ninth grade, class IX-C which consist of 35 students had the lowest mean score that was 61.71 on listening comprehension test conducted by the English teacher.

The students' participation in the teaching learning process of listening was unsatisfactory, it could be seen that not all the students showed their involvement in joining the listening class. It was required that 75% of the students should be actively involved during the teaching learning process in listening class, but in fact, it was only 34.28% of students in the class who participated actively in listening activity. The main problem was the material given was

relatively monotonous and not interesting. So, this situation made the students get bored to learn listening and make them to be passive in listening class.

Dealing with the existing problem, the teacher and the researcher had agreed to conduct a Classroom Action Research (CAR) collaboratively to solve the classroom problem. The aims of this research were to improve the grade IX-C students' participation so as their listening comprehension achievement from fewer than 75 into ≥ 75 . In this research, the researcher and the English teacher used English pop songs as an instructional material in order to encourage the students to actively involved in listening class.

English songs were chosen because the students are familiar with songs. It is because wherever we are, song does exist; in restaurant or café, in shopping mall, in our car. When we are watching movie such as Indian movie, High School Musical movie or even Korean movie, they present songs. Song brings enjoyment that can be highly motivating students to learn English even the poor ones. It is supported by Rost and Wilson (2013:49) state that songs are incredibly rich resources for teaching listening. They add that music may bring a great tune, rhythm, a story, a beautiful voice or heartfelt emotions, all of which can be highly motivating for the students. In addition, Karim and Hasbullah (1986:625) argue that song can increase the students' motivation in learning language, mainly that of poor students. It also shows that English songs can be applied by the teacher in order to make teaching and learning process enjoyable.

Songs also can be an effective material for learning English since it provides the language they will face in real life and offers multiple opportunities to understand the lyrics. It was supported by Cakir, in Sevik (2012:332), says that songs are wonderful materials and they provide the occasion of real language use in meaningful situation. In addition, Wilson (2008:50) says that choruses in song mean we hear the same phrases with the same emphasis several times, giving the students multiple opportunities to understand the lyrics.

There are many kinds of English song. They are pop songs, rock songs, kid songs, jazz songs, R&B songs, reggae songs, rap songs, and etc. Students in junior high schools, who are considered as teenagers mostly, love to listen to pop song because it is easy to listen. As a result, English pop songs were used as the material for listening activities in this research.

There have been some researchers who had done researches by using songs. One of them was Fransiska (2011), who conducted an experimental research by using English songs on listening comprehension achievement. She showed that English songs gave a significant effect on students' listening comprehension achievement. Another study was done by Indriagni (2009) in her classroom action research, she proved that song was an effective teaching material for teaching listening and it could increase the students' listening comprehension achievement and also

their active participation.

From the explanation above, a research entitled "Improving the Grade IX-C Students' Participation and Their Listening Comprehension Achievement by Using English Pop Songs at SMP Negeri 2 Tanggul" was conducted.

RESEARCH METHOD

The design of this research was Classroom Action Research (CAR) which was intended to improve the IX-C students' participation and their listening comprehension achievement by using English Pop songs at SMP Negeri 2 Tanggul. Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action within it. Moreover, McMillan (1992:12) states that its purpose is to solve a specific classroom problem or to make decision of a single local site. The design of this classroom action research was adapted from the cycle model proposed by Lewin in Elliot (1991: 69). Concerning with the research implementation, each cycle covered four activities, namely: the planning of the action, the implementation of the action, classroom observation and reflection of the action.

In this research, the action was conducted collaboratively with the English teacher of the ninth grade students at SMP Negeri 2 Tanggul. The subjects of this research were the IX-C students at SMPN 2 Tanggul in the 2014/2015 academic year. They were taken by using purposive method. The number of the students in this class was 35. The minimum standard score requirement was 75.

There were two kinds of data in this research. They were primary data and supporting data. The primary data in this research was gathered by administrating a listening test and by observing the class in each cycle. While the supporting data was collected from interview and documentation. Based on the way of scoring, the listening test in this research used objective test in the forms of multiple-choice and True-False.

This research was conducted in two cycles. The students' participation and the students' scores in the first cycle did not fulfill the standard score requirement, so that the actions were continued to the second cycle to achieve the target of this research. The activities of the research used the following procedures: the first step was doing the preliminary study by interviewing the English teacher of the ninth grade students at SMP Negeri 2 Tanggul to get the supporting data. The second step was planning the action (constructing the lesson plan, preparing the listening material and preparing the observation checklist). The third step was implementing and observing the action (teaching listening through English pop songs and observing the action). The fourth step was administering listening comprehension test. The fifth step was analyzing the results on the observation and listening test. The sixth step was

reflecting the results of the observation and listening comprehension achievement.

FINDINGS

This research was conducted in two cycles to achieve the target criteria of this research. In Cycle 1, it showed that the average result of the students' participation was 60.56%. It was indicated that the result of observation in Cycle 1 had not achieved the success criteria of the research. It was because some problems that influenced them.

In this research, the students' participation was evaluated from six indicators namely: 1)listening to the song, 2)mentioning the unfamiliar word, 3)giving the meaning of unfamiliar word, 4)mentioning the general overview of the song, 5)doing the exercises and, 6)singing the song together. Based on the result of observation in Cycle 1, it was known that indicator 2, 3 and 4 could be called as the low indicators. Some factors that influenced the failure of the three indicators had been found. For indicator 2, most of the students were failed to catch unfamiliar words from the song. It was because they might not concentrate on the lyrics was sung by the singer because they let their minds wander and just follow or enjoy the melody of the song. For indicator 3, it depend on indicator 2. If the students mentioned unfamiliar word many more, the students could give the meaning of unfamiliar word as well. Another problem was most of the students did not bring dictionary to find the correct meaning of unfamiliar word. Besides, for indicator 4, most of the students could not mention or tell the general overview of the song based on their understanding because they were afraid of making mistake or they were not brave enough to mention or tell it to the class.

Therefore, to solve these problems, the researcher and the English teacher implemented some revision to get the better result in Cycle 2. For indicator 2, the researcher and the English teacher played the song several times to put the students at ease. The researcher and the English teacher put students at ease before they learn listening by giving them enough time following the melody or rhythm of the song. After they had enough time following the melody or rhythm of the song, the researcher and the English teacher told the students to pay more attention to the lyric of the song. Dealing with indicator 3, the students should mention the unfamiliar word as many as possible. And also, the researcher and the English teacher told the students to bring dictionary. It was aimed to let them know the correct meaning of unfamiliar words. Besides, for indicator 4, the researcher and the English teacher explained more to the students that they were allowed to tell everything about the general overview of the song based on the information they got from the song or based on their understanding. Let them know that it was fine whether the answer was right or wrong. The students who tried to give the answer would be appreciated.

Meanwhile, based on the students' listening comprehension test results in Cycle 1, it could be seen that the students' listening comprehension test result in Cycle 1 did not meet the success criteria that was 70% of the students should got score ≥ 75 as the target score in the listening comprehension test. The results of students' listening comprehension test in Cycle 1 showed that 51.42% of the students who got score ≥ 75 . Therefore, it was necessary to continue the action to the second cycle by revising some problems found in Cycle 1. For the students' listening comprehension achievement in comprehending general information and specific information, most of students were failed in comprehending specific information. It was proved by looking for the percentage of the students who answered incorrectly all the questions. The percentage of the students who answered incorrectly the specific information was higher than the general information. Therefore, the researcher and the English teacher told the students that they should recall the information more in detail and the students were given more explanation about Bottom-Up process which depends more on the word we heard in order to lead us towards meaning of the song.

Some revision of the problems found in both students' participation and listening comprehension achievement in Cycle 1 could solve the problems, so that the results in Cycle 2 were better than Cycle 1. The results of Cycle 2 showed that the average result of the students' participation was 79.68% and the percentage of the students who got score ≥ 75 was 75.75%. It could be stated that the use of English pop songs could improve the students' participation in joining the teaching learning process of listening and their listening comprehension achievement. Thus, it achieved the objective of the research.

DISCUSSION

The result of data analysis in this research proved that the use of English pop songs could improve the grade IX-C students' participation and their listening comprehension achievement at SMP Negeri 2 Tanggul. The improvement could be seen from the results of the observation from Cycle 1 to Cycle 2. Besides the improvement on the students' participation during the teaching learning process by using English pop songs also improved their listening comprehension achievement. It was because English pop songs could attract the students' attention in teaching learning process of listening. In line with this, during the teaching and learning process of listening, the students showed more attention to the lesson and showed good responses through active participation, in which the responses increased in every meeting.

Based on the result above, it could be said that teaching listening by using English pop songs could improve the grade IX-C students' participation and their listening comprehension achievement. Hence, the results of the action in Cycles1 and Cycle 2 proved the action

hypotheses that the use of English pop songs could improve the students' participation and their comprehension achievement in teaching learning process of listening at SMP Negeri 2 Tanggul.

The result of this research was relevant to the theories suggested by some experts. As Keskin (2011:379) states that songs amuse students; they reduce the level of boredom existing in ordinary language teaching and increasing students towards studying. In addition, Rost and Wilson (2013:49) state that music may bring a great tune, rhythm, a story, a beautiful voice or heartfelt emotions, all of which can be highly motivating for the students. In line with it, Karim and Hasbullah (1986:625) argue that song can increase the students' motivation in learning language, mainly that of poor ones.

Further, the results of this research are relevant to the previous research results. One of them was Fransiska (2011), who conducted an experimental research by using English songs on listening comprehension achievement on the eighth year students at SMPK Budi Mulia Lawang-Malang in the 2010/2011 academic year. This research proved that using English songs gave a significant effect on students' listening comprehension achievement. Another study was done by Indriagni (2009). She proved that song was an effective teaching material for teaching listening and it could increase the students' listening comprehension achievement.

CONCLUSION AND SUGGESTION

Based on the data analysis and the discussion, the following points could be drawn:

1. The use of English pop songs could improve the grade IX-C students' participation in the teaching learning process of listening at SMP Negeri 2 Tanggul. The average percentage result of students' participation increased from 60.56% in Cycle 1 to 79.68% in Cycle 2. Thus, there was an improvement as much as 19.12% of the average percentage result of students who were active in teaching learning process.
2. The use of English pop songs could improve the grade IX-C students' listening comprehension achievement at SMP Negeri 2 Tanggul. The improvement of the students' achievement in listening could be seen from the percentage of students who could passed the target criteria of this research that was 70% of the students got score 75 or higher. It was found that the percentage of the students who passed the target criteria increased from 51.42% in Cycle 1 to 75.75% in Cycle 2.

Based on the research results, these suggestions are given to the following people:

1. The English Teacher
The English teacher is suggested to use English pop songs as alternative instructional materials in teaching English especially listening activities in order to

improve students' participation and their listening comprehension achievement. Besides, it can help the teachers to make the situation in teaching learning process comfortable.

2. The Students
It is suggested that the students use English songs in the genre of pop as material to help them in learning English especially listening. It also can increase their motivation and interest in learning listening.
3. The Future Researcher
It is suggested to the future researchers who have problem in teaching listening comprehension to use English pop song as the instructional material because from this research result found that English pop songs could help the students to improve their participation in the teaching learning process and also their achievement in listening comprehension. It is because songs brings amount of enjoyable things that can be highly motivating the students to learn English especially listening. With songs, the students have fun and at the same time they learn language.

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