

**IMPROVING STUDENTS' LISTENING SKILL IN LEARNING ENGLISH BY USING  
ENGLISH SONGS: A STUDY AT THE GRADE XI AUTOMOTIVE I OF  
SMK N 2 CURUP TIMUR REJANG LEBONG.**

**THESIS**



**By**

**Pedito Alam  
NIM: 10903**

*Submitted as Partial Fulfilment of the Requirements to obtain  
a degree in Magister of Education (M.Pd)*

**ENGLISH EDUCATION PROGRAM  
GRADUATE PROGRAM  
STATE UNIVERSITY OF PADANG  
2012**

## **ABSTRACT**

**Alam, Pedito. 2010. Improving students' listening skill in learning English by using English songs: A Study at the Grade XI Automotive I of SMK N 2 Curup Timur Rejang Lebong. Thesis. Graduated Program. State University of Padang.**

Advisors: 1. Prof. Dr. H. Anas Yasin, M.A.  
2. Prof. Dr. Jufrizal, M. Hum.

Listening is one of the four skills in English. Students should master this skill, because it is very important to them. But it was found that the students of XI grade of SMKN 2 Curup Timur had the problem in listening. The purpose of this research is to investigate whether the English songs could improve the students' listening skill.

This research was Classroom Action Research (CAR). The participants of this research were the students of grade XI Automotive I of SMKN 2 Curup Timur. The instruments used to collect the data were observation checklist, field-notes, listening test and interview which were used to see the improvement of listening skill results.

This research was conducted for 12 meeting in three cycles. Each cycle consist of four meetings involving plan, action, observation and reflection. In cycle I, students listening skill results were still low. Students still got difficulties in part II and III. On the cycle 2, the result of the listening test better improved but it was not passed the minimum standard of the test. At the last cycle the result of the students listening test was improved.

So it could be concluded that using English songs can improve students listening skill. The teachers are recommended to apply this technique in teaching listening because it helps students improve their listening skill.

## **ABSTRAK**

**Alam, Pedito. 2010. Improving students' listening skill in learning English by using English songs: A Study at the Grade XI Automotive I of SMK N 2 Curup Timur Rejang Lebong. Thesis. Graduated Program. State University of Padang.**

Pembimbing : 1. Prof. Dr. H. Anas Yasin, M.A.  
2. Prof. Dr. Jufrizal, M. Hum.

Mendengar adalah salah satu dari empat kecakapan dalam bahasa Inggris. Siswa harus menguasai kecakapan ini karena penting bagi mereka. Tetapi di SMKN 2 Curup Timur ditemukan siswa kesulitan dalam kecakapan mendengar. Penelitian ini bertujuan untuk meneliti apakah lagu dalam bahasa Inggris dapat meningkatkan kecakapan siswa dalam mendengar.

Ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan di SMKN 2 Curup Timur terhadap kelas XI Otomotif 1. Instrumen yang digunakan dalam mengumpulkan data adalah lembar observasi, catatan lapangan, hasil tes mendengar dan wawancara yang mana digunakan untuk melihat hasil perkembangan kecakapan mendengar para siswa.

Penelitian ini terdiri dari 12 kali pertemuan dalam 3 siklus. Setiap siklus terdiri 4 kali tatap muka yang terdiri dari rencana, pelaksanaan, pengamatan dan refleksi. Pada siklus pertama hasil tes kecakapan mendengar siswa masih rendah dimana siswa masih mendapatkan kesulitan mengerjakan soal pada bagian II dan III. pada siklus kedua, hasilnya sudah agak meningkat tetapi belum mencapai standar minimum ketuntasan. Pada siklus terakhir kecakapan mendengar siswa sudah meningkat.

Dapat disimpulkan dengan menggunakan lagu-lagu bahasa Inggris bisa meningkatkan kecakapan mendengar siswa. Para guru disarankan menggunakan teknik ini dalam mengajarkan kecakapan mendengar karena hal tersebut bisa meningkatkan kecakapan mendengar mereka.

## ACKNOWLEDGEMENT

Syukur Alhamdulillah, great praise belong to Allah S.W.T, who gives us the mercy and bless so that the thesis entitled “Improving students’ listening skill in learning English by using English songs: A Study at the Grade XI Automotive I of SMK N 2 Curup Timur Rejang Lebong” finally finished.

Hence, the writer would like to express his deepest gratitude and appreciation for those who helped and supported his in conducting this thesis research:

1. Prof. Dr. H. Anas Yasin, M.A. and Prof. Dr. Jufrizal, M. Hum, as his advisor and co-advisor who gave their helps, encouragement and unlimited guidance in completing this thesis.
2. Dra. Yenni Rozimela, M.Ed, Ph.D, Dr. Hamzah, M.A and Prof. Dr. Suparno. M.Pd, as his examiners who also gave valuable contributions and suggestions
3. All of lectures in Graduated Program of Padang state University in general who has given knowledge and experiences to the writer.
4. The Headmaster of SMKN 2 Curup Timur and all his staff and teachers who permitted and facilitated his in conducting the research.
5. My father A. Madjid. Hk (Alm), my mother Zahara Madjid, my father and mother in law H. Amir syarifudin, B.Sc and Hj. Syatriawaty, he also appreciates all of his brothers and sisters for their moral support.
6. The Government of Rejang Lebong who let him attending the study at State University of Padang
7. His beloved wife, Susy Puspita Sari, S.Pd, who always stands by him and cheer him up to get his Magister Program, lovely boy Ghatfan Al Qamara Alam and the next Alam whom have him meaningful and useful supports.

Finally, the writer hopes that the thesis has significant contribution in English Teaching. He needs any comments and contributions to develop this research and hope will be useful and may Allah always bless us all. Amin.

Padang, Mei 2010  
The writer

## CHAPTER I

### 1. INTRODUCTION

#### **A. Background of the Problem**

The students as the learner should master four language skills; they are listening, speaking, reading and writing. The students will be good in speaking and listening if these skills are mastered well by the students. In the globalization era, foreign language especially English is getting important in international communication. In the curriculum 1994, the teaching of English begins at the Junior high School. In *Kurikulum Tingkat Satuan Pendidikan (KTSP)* the English subject begins at the Elementary schools. It means that the teachers should prepare themselves with materials which are beneficial for increasing learner's abilities in English.

As has been mentioned above, listening is one of the four skills in English. Listening may consist of various activities. Jun (2007) categorizes indicators of teaching listening into some activities. They are listening for main idea, predicting, drawing inferences and summarizing. All these indicators require teachers to apply facilities like media in teaching listening.

Nowadays, the media of entertainment like movie, cassette and DVD/CD player can be easily found. These media could support the materials for students to achieve better listening skill. The students are more familiar to the western singers than Indonesian ones, so, the western songs are familiar enough with their ears. They could listen to the songs at home by using tape or radio program. By listening to the materials at home, the students could reorganize the words of English before they start the lesson.

The teachers focused on grammar and speaking only while teaching English subject. That is why listening skill seems to be ignored. When the teachers taught the listening skill, the students seemed to be confused. The lacks of materials as stated before became a big problem for the students. The media on teaching listening are limited; one of the examples is no language laboratory available in this school. Teaching methods were not communicative. The teachers asked the students to listen the tape but there were no appropriate instructions. The students seem to be lack of motivation in learning English especially listening. Besides, the variety of the students of *SMKN 2 Curup timur* could influence the result or the teaching process, such as, students economic status. Because of the economic trouble, then they could not buy cassettes, magazines and access to internet.

It is important to encourage the students to listen the cassette or the radio program which is related to English in order to familiarize English vocabulary to their auditory organs. In this case, the students not only depend on the materials given by the school, but also could find those materials outside the classroom. So the researcher wishes to sustain their motivation. The techniques used by the teacher in the class could influence the result of the study.

Based on the researcher`s experiences in teaching his students at *SMKN 2 Curup Timur*, some students have some difficulties in listening skill. It could be seen from their latest results of the test; there are only 16 % student`s could pass the minimum standard score. The rest of them ( 20 students) could not reach the minimum standard of the score. There were 27 students in this class; three of them have been out of the school.

Based on the problems faced in the classroom, then the teacher has to figure out any appropriate media for improving students' ability in listening skill. One of the appropriate media is English songs. Songs with a good story line, make a good choice, a part from anything else. That is, it enhances the students' interest in the subject and encourages them to practice pronouncing the words, to memorize meanings, and to produce them in meaningful sentences. They can study the meanings or grammar regularly (Keegan, 2003).

Using the songs to any unit of the lesson may change their ideas about the songs. There is a sense of energy and anticipation in which other activities are regularly absent with. In addition, as Domeney and Harris (1993:235) point out, more time and attention to pop music in an English curriculum would increase student motivation because classroom activities would use their knowledge, music and language.

Based on the above explanation about the problems which are faced by the students, the researcher was interested in investigating whether the English songs could improve the students' listening skill at Grade XI automotive 1 of *SMKN 2 Curup Timur Rejang Lebong*.

## **B. Identification of the Problem**

Based on the researcher' experiences in teaching English at *SMKN 2 Curup Timur Rejang Lebong*, there were some problems faced by the students:

1. The media of teaching listening are limited.
2. Teaching methods were not communicative.
3. The students seem to be lack of motivation in learning English especially listening

### **C. Focus of the Research**

The focus of this research was on the application of English songs at grade XI automotive 1 of SMKN 2 *Curup Timur Rejang Lebong* to improve the students' listening skill in learning English.

### **D. Statement of the Problem**

Based on the focus of the research above, the difficulties in listening skill of the students at grade XI automotive 1 of SMKN 2 Curup Timur Rejang Lebong could be improved by using English songs.

### **E. Research Questions**

Stepping forward from the statement of the problem above, the research questions of this research are:

1. To what extent can English songs improve students' listening skill at grade XI automotive 1 of *SMKN 2 Curup Timur Rejang Lebong*?
2. What factors influence the changes mentioned in first research question above?

### **F. Purpose of the Research**

The purposes of the research are:

1. To explain whether using English songs can improve students' listening skill at grade XI automotive 1 of *SMKN 2 Curup Timur Rejang Lebong*.
2. To explain the factors influence the changes mentioned in first research question above.

### **G. Significance of the Research**

This research is expected to be beneficial:



1. This research is expected to find the new strategy that was improving students' listening skill by using song which could use by the teacher
2. The students will get the improvement in listening skill, since they do it enjoyable situation
3. The administrators will permit and give big chance for English teacher to looking for other way to increase the quality of the education and also to make conducive teaching and learning environment.
4. The readers will get an understanding of listening skill.
5. Further researchers are able to use the results of this research as the reference.

#### **H. Definition of the Key Term**

To avoid misunderstanding on the research, the researcher defines some important terms, as follow:

1. Listening skill is the ability of the students of *SMKN 2 Curup Timur Rejang Lebong* to identify and understand what others are saying
2. Songs are the activities that make the students *SMKN 2 Curup Timur Rejang Lebong* possible to learn English and sing without getting bored.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The Based on the finding and discussion of the students' listening skill by using English songs during the three cycles of the classroom action research, it can be concluded that the use of English songs better improve to the students' listening skill at grade XI automotive 1 of SMKN 2 Curup Timur Rejang Lebong. Besides that, the researcher also observes that there are three factors also support the students' improvement on listening skill. The first factors is the teacher pay attention to students who got lower score and gave some advice and motivate them in order could do the best on the next. Second, the students are enjoying in listening the song. The students are fun while they listen to the songs, because the songs contain about their feeling. Beside the songs are easy obtainable and it is containing authentic materials. Third, the students seem familiar to those activities which had been held on this research.

#### **B. Implication**

The implication of using English song is as follows. First, the result of this research has proven that English songs improve students listening skill. Second, teachers can use English songs in teaching contextual English. English songs contain various contexts which are purposively useful in developing students' English ability. Third, English teacher can use English songs in increasing students motivation to learn English. Various topics or situations in such songs can enhance students' interest. Fourth, English songs can also be used for teaching linguistic features such as pronunciation, pragmatics and

others. This means that English teachers can use such songs for teaching such features. Fifth, it needs time and guidance from the teacher to explore the strategies in order to achieve better result in teaching listening.

### **C. Suggestions**

Referring to the conclusions and implications of the research, some suggestions can be given, as follows:

1. English teacher can use English songs to make listening skill easier and enjoyable for students, moreover in applying English songs, it is suggested that the teacher pay more attention to students activities even it in group or individual and provide students with valuable exercise and listening material
2. It is also suggested that other researchers conducting a research related to English song can use the results of this research as a related finding.
3. English teacher may play English songs in teaching other skills (speaking, writing and reading)

## BIBLIOGRAPHY

- Adamowski, E. (1997). *The ESL songbook*. Don Mills, ON: Oxford University Press.
- Baker, Larry L. and Gaut, Deborah A. 1996. *Communication*. Boston: Allyn and Bacon
- Bechtold, J. (1983). *Musical ESL*. TESL Talk, 14, 180-184.
- Berghouse, Ruth (1975). A spoonful of singing. In *The art of TESOL: Selected articles from the English Learning Forum, Part Two* (pp. 281-294). Washington, D.e.: English Learning Forum.
- Berge, P.(2000). *Super Learning 2000*. Retrieved October 10, 2008, from <http://www.learningenglish.org.uk>
- Blodget, T. (2008). *Teaching the Target language Through the Lyrics of Melodic Music*. Spain.
- Brown, G. (2001). *Listening to spoken English*. London and New York: Longman.
- Brown,G., & Yule,G. (1983). *Teaching the spoken Language*. Cambridge University
- Brown, J.D. & Ann Hilferty (1986), The effectiveness of learning reduced forms of listening comprehension. *RELC Journal*, 17,2, 59-70.
- Burn and Joyce. (2001). *Genre and the Language Learning Classroom in Paltridge*, Brian. Ann Arbor: Michigan Press
- Cullen, B. (November 1999). Song Dictation. *The Internet TESL Journal*. <http://iteslj.org/Techniques/Cullen-SongDictation.html>
- Domoney, L. & Harris, S. (1993). Justified and ancient: Pop music in EFL classrooms. *ELT Journal*, 47, 234-241.
- Dubin, Fraida (1974). *Pop, rock, and folk music: an overlooked resource*. English Learning Forum, 12, 3, 1-5.
- Eken, D. K. (1996). Ideas for using pop songs in the English language classroom. *English Teaching Forum*, 34, 46-47.
- Everett, Warren (1987). *A popular song as a learning instrument*. English Learning Forum, 25, 2, 40-42.
- Finocchiaro, Mary (1964). *Learning children foreign languages*, New York: McGraw-Hill Book.
- Gay, R. L., & Airisian, P. (2000). *Educational Research*. New Jersey: Prentice Hall.

- Griffiee, D.T. (1992). *Songs in action*. Herfordshire, England: Prentice Hall International Ltd.
- Gugliemino, L. M. (1986). *The affective edge: Using songs and music in ESL instruction*. Adult Literacy and Basic Education, 10, 19-26.
- Howatt, A. and J. Dakin. 1974. *Language laboratory materials*, ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder.
- Jolly, Yukiko S. (1975). The use of songs in learning foreign languages. *Modern Language Journal*, 1,2,11-14.
- Jonshon, A. P. (2005). *A Short Guide to Action Research*. Boston: Pearson Education, Inc.
- Kasbuloh, K.(1998). *Penelitian Tindakan Kelas*. Malang. Departemen Pendidikan dan Kebudayaan.
- Keegan, E.(2003). *Using songs in English teaching*. Barcelona. Spain
- Kemmis, S., & Taggart, Mc. R. (1988). *The Action research Planner*.3<sup>rd</sup> ed. Victoria: Deakin University.
- Kline, John A. 1996. *Listening Effectively*. Retrieved on December 20<sup>th</sup>, 2006 from <http://www.au.af.mil/au/awc/awcgate/kline-listen/b10ch3.htm//>
- Lavery, C. (2008). *Using Songs*. England and Wales. Retrieved October 10, 2008, from <http://www.bbc.co.uk/worldservice/learningenglish>
- Lems, K. (1996, March). *Music across the ESL curriculum*. Paper presented at the annual meeting of the TESOL, San Francisco, CA.
- Little, J. (1983). *Pop and rock music in the ESL classroom*. TESL Talk, 14, 40-44.
- Lougheed, L. 1997. *How to prepare for the TOEIC test*. Jakarta Barat. Binarupa Aksara.
- Lund, R. 1990. *A taxonomy for teaching second language listening*. Foreign Language Annals 23: 105-5.
- McCready, George H. (976). *Creating and using communicating songs*. English Learning Forum, 14, 4, 2-10.
- McDonald, David (1984), *Singing can break the conversation barrier*. English Learning Forum, 22, 1, 35,
- McLean, Alan C. (1983). *Rock as literature: Springsteen's "The River"*. English Learning Forum, 21, 3, 43-45.

- Mc, Niff et al. (1996). *You and Your Action Research*. New York. Hyde Publications.
- Monreal, M. E. (1982). How I use songs. *English Teaching Forum*, 20, 44-45.
- Nambiar, Subramaniyan A. (1985), *The use of pop songs in language*. Guidelines, 7, 1, 79-84.
- Nunan, D. (2004). *Language Teaching Methodology: A Text Book for Teachers*. Harlow, Essex: Longman
- Rees, Alun L. W. (1977), *Techniques for presenting songs*. English Language Learning Journal, 31, 3, 226-233.
- Richard-Amoto, Patricia A. (1988). *Making it happen*. New York: Longman.
- Rixon, Shelagh. 1986. *Developing Listening Skill*. Macmillan Publisher Limited.
- Rost, M. (1994). *Listening in Language Learning*. London and new York: Longman.
- Rumelhart, D. E. 1997. *The architecture of mind: A connectionist approach*. Mass.: MIT Press.
- Saricoban, A. & Metin, E. (October 2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*. <http://iteslj.org/Techniques/Saricoban-Songs.html>
- Schoepp, K. (2001). *Reasons for Using Songs in the ESL/EFL Classroom*. 7(2). Retrieved December 14, 2008, from <http://iteslj.org/Articles/Schoepp-Songs.html>.
- Spradley, J.P. (1980). *Participant Observation*. New York: Rinehart and Winston Inc.
- Sudjana. (1996). *Metode Statistik (6<sup>th</sup> ed)*. Bandung. Tarsito.
- Teaching Listening 2007: *Teaching English as a Second Language*. (2007). Retrieved Oktober 31, 2008, from English as a Second Language website: <http://esl.about.com/cs/teachinglistening/a/atlisten.htm>
- Treuer, Paul. 2006. *Listening Skills*. Retrieved on August 25<sup>th</sup>, 2009 from [http://www.d.umn-edu/kmc/student/loan/acad/strat/ss\\_listening.html//](http://www.d.umn-edu/kmc/student/loan/acad/strat/ss_listening.html//)
- Underwood, M. (1989). *Teaching Listening*. London and new York: Longman.
- Wallace. M.J. (1989). *Action Research for Language Teachers*. Cambridge University Press
- Widdowson, H. G. 1978. *Teaching language as communication*. Oxford: Oxford University Press.

Yasin, Anas. (2010). *Penelitian Tindakan Kelas Tuntunan Praktis*. Padang. Sukabina Press.

Zola, Meguido & Joachim Sandvoss (1976). *Song in second-language learning: the uses of imagery*. The Canadian Modern Language Review, 33, I, 73-85.