



The Use of English Songs in Teaching Listening Skills Through Online Learning at Junior High School Level

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Abstract

This article describes the implementation of English songs in the listening class at junior high school. Moreover, this article explains the implementation of English songs used in listening learning for eighth grade students and the difficulties faced by teachers when teaching English in listening classes at junior high school. The study used a qualitative descriptive method. The subject of the research is the teacher. The methods of data collection were interviews and observation. The result of this study indicates that the teacher in implementing teaching listening used three stages such as Pre-Listening, While Listening, and Posst Listening, and that the difficulties that the teacher had were internal and external factors. The findings show that English teachers are very proficient in implementing English songs in teaching synchronous listening skills through Zoom Cloud Software at the junior high school level, both verbally and nonverbally. However, teachers also experience difficulties both internally, such as students who lack English vocabulary, and externally, such as the difficulty of internet connection, which often occurs. The results of this study imply that it turns out that listening skills learning can be done well online if the teacher understands the meaning of each lyric and has good knowledge of such things as content, pedagogy, and technology

Keywords: Teaching listening skill; English songs; junior high school students

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1. INTRODUCTION

Listening plays a very important role in learning language. Through listening, students can acquire good pronunciation and acquire many useful words, phrases, and sentences (Listiyarningsih, 2017). Despite a growing awareness of the importance of listening, there are still many problems with listening to second language learners in the classroom (Wang, 2013). Many studies discuss or research the use of songs in listening learning. As in Afriyuninda & Oktaviani's research (2021) was found that songs could attract university students' attention to English lessons, especially in listening. Another study conducted by Putri (2021) emphasized that using English songs as a medium helps students enjoy in learning listening skill and improve their English ability. Her findings also revealed that English songs help senior high school students create a positive atmosphere. A research conducted by Listiyarningsih (2017), she explored that listening to English songs gives more benefits to students, especially for their listening skills. Therefore, the researchers of this research interest in conducting the same research focuses on the role of song in listening in junior high school.

The songs are also connected to the same topics as friendship, dreams and love which is a common feeling of people. Because most young people today are interested in various forms of culture outside the classroom, the song may really a motivating and unique teaching tool (Kuśnierek, 2016). In addition, songs can bring positive atmosphere (Putri, 2021). What is important in making teaching learning life is how teachers can create new techniques and take control of the situation in class. Kuśnierek (2016) states "Songs can be used to calm students down because to learning a lot of new languages is a new thing experience". As explained above, the use of songs can be an innovative learning media to help students improve their speaking skills effectively. In relation to previous related research, it shows that the use of English songs is effective for improving students' speaking skills through the utilization of different theme songs such as alternative rock songs (Kirmantoro, 2014), and acoustic English songs determine students' perceptions of supporting their English through the use of songs (Kamal & Rita, 2014). Kirmantoro and Kamal's research shows that English songs have a good impact on students' English learning in various skills.

As a result, it is essential for promoting student participation in the teaching and learning process so that the teaching and learning process can meet teachers' expectations. The learning and learning process is aided by the use of suitable learning media, strategies, and methods. In this case, the researchers look at how English songs are used in English

classes, specifically for students in junior high school who are working on their listening skills. In addition, the researchers look for obstacles in English class activities. This is based on the findings of a pre-observation in one of Sidoarjo's junior high schools, where teachers have always used English songs to teach listening skills. By using theory's Wei (2013) and references from several research results above (Afriyuninda & Oktaviani, 2021; Kamal & Rita, 2014; Kirmantoro, 2014; Kuśnierek, 2016; Listiyaningsih, 2017; Putri, 2021; Wang, 2013), the researchers conducted an in-depth analysis of how the implementation of listening skills learning with English songs as the medium was, and what the teacher's difficulties were. Thus, the researchers posed the following research questions:

1. How is the implementation of English songs used by the teacher in teaching listening skills to eighth grade students of SMPIT Darul Fikri Sidoarjo?
2. What are the difficulties faced by the teacher in implementing English songs in the teaching of listening skills for eighth grade students of SMPIT Darul Fikri Sidoarjo?.

2. METHODOLOGY

In conducting this research, the method used is qualitative descriptive. The researchers aim to find an understanding of meaning and want to describe a phenomenon, namely learning activities that are in accordance with the facts on the research subject and the data obtained is presented in the form of statements or words. This research was conducted by natural objects. Natural objects are objects that develop as they are and are not manipulated by researchers. The subjects in this study were an English teacher who taught eighth grade students at SMPIT Darul Fikri Sidoarjo in July 2021 through online learning (Zoom Cloud).

In this study, data was collected using observation and interview. The researchers analyzed the research subject using an observation checklist to describe the teaching and learning process carried out by the teacher at SMPIT Darul Fikri Sidoarjo using English song. The researchers conducted three meetings in odd semester. In those three meetings the researchers observed how the process of teaching listening skill using songs in online class through Zoom. The type of observation in this study is non-participant observation because the researchers only observe the research subject without having any interaction in online activity. Therefore, to avoid bias data where the subject can increase her performance while being observed, the researchers deactivate the camera and mute themselves.

Furthermore, interviews with teachers were conducted by researchers to find out the difficulties of teachers during the process of teaching English, especially by applying English songs to listening skills. The researchers used unstructured interviews because the researchers wanted in-depth answers from teachers of his experiences in teaching English online with English songs, especially on listening skills.

The data analysis that has been carried out by the researchers are; firstly, transcribing all observational data both verbal and nonverbal at the time of pre listening, while listening, and post listening. Second, reading the transcription data repeatedly and classifying it based on the purpose of this study to see the implementation of English songs as a medium or tool in learning English. Next, the researchers completed the analysis of the observational data, then they transcribed the interview data. Then they classify the aspects that become difficulties for the teacher in teaching. Finally, the researchers made conclusions and reports..

3. FINDINGS

3.1 The Implementation of English Song in the listening Class

This research has 2 (two) implementations that included some activities such as pre and post listening as well as listening activity.

3.1.1 The implementation in meeting 1

The first meeting was conducted on Wednesday, July 27th, 2021, and the class started at 07.30 to 8.30. The teacher greeted the students and checked their attendance. So, the teacher told the students that he wanted to teach by using English songs. Before applying English songs, the teacher introduced a song entitled "Heal the World" by Michael Jackson. The song was chosen because it has a strong rhythm but meaningful lyrics, and the teacher wanted to gain the students' interest. To make the findings easy to read, the researchers used the letters S and T for the students and teacher. There are some activities that the teacher did in implementing English songs for the listening class, such as Pre-Listening, While-Listening, and Post-Listening Activities. The details are described below:

3.1.1.1 Pre-Listening

The researcher found in the results of the study that before the learning process took place, the teacher do some activities in Pre-listening session based on the class observation that have been done three times by the researcher, such as:

1. The teacher greeted and be greeted by students through zoom.

At the point of verbal and nonverbal language used by teachers and students, following conversations between teachers and students.

1 Verbal Language

T: Assalamu'alaikum students...

S: Waalaikumsallam sir..

Non Verbal Language

In this part the teacher greets the students with a friendly look

From the transcribe 1 it is known that the teacher great students by Islamic way. At the beginning of the zoom, the teacher looks very friendly and eager to greet the students, as well as the students feel happy to be in the virtual room (zoom). What the teacher and students do is a non-verbal language that indicates learning between teachers and students.

2. The teacher checked the students' attendance then teacher informed the material to be discussed

At the point of verbal and nonverbal language used by teachers and students, following conversations between teachers and students.

²Verbal Language

T : Ok students, now I will checked students attendances. if I call your name and you are present say it.

S : Yes sir.

T : Muhammad Syabil (the teacher call students' name)

S : Presents sir.

Non Verbal Language

T : In this part, the teacher doesn't say anything, just looks at the students one by one to check the students' attendance.

Transcribe 2 shows that the teacher checks the attendance of students while looking at the students who are present one by one.

3. The teacher introduced the songs to the students and explained the meaningful lyrics' part to gain students' interest.

³Verbal Language

T : Ok students, I will play a song from Michael Jackson called "Heal the world". The song itself has a very meaningful meaning, which invites us to always maintain or preserve our environment.

In the part verbal language used by the teacher (transcribe 3). And the teacher plays the songs and explain about the meaning of song

4. The teacher asked students to enjoy the teaching learning

⁴Verbal Language

T : from the michael jackson song that you played earlier, were you happy everyone?

S : Yes i'am happy sir, because that song is my dad's favorite song.

T : Oh really?

S : Yes sir.....

In transcribe 4 , verbal language is used by teachers and students. So, in this part the teacher asks the students if they like the song. Then the students answered.

5. The teacher asked students about their understanding about noun, verb and adjective before continuing to play the songs

In this part the teacher asks students if they understand verb, noun, and adjective. then the teacher explained it all before continuing the song. The goal is that students can know what adverbs, nouns and others are. so that students can do it correctly.

3.1.1.2 While-Listening

Based on the results of observations made by researchers when they were about to start learning the teacher provided information and instructions related to today's learning, namely:

1. The teacher gave instructions to the students.

At the point verbal language is used by the teacher and students.

⁵*Verbal Language*

T : Ok students please listen carefully and enjoy the songs..

S : Ok sir...

In this part the teacher explains step by step in listening then students start listening together. The students looked happy and liked the song.

3. Every student was given a piece of paper to fill in the blanks Lyrics

At the point of verbal and nonverbal language used by teachers and students, following conversations between teachers and students.

⁶Verbal language

T : Ok everyone I will give a piece paper to fill in the blank lyrics.

S : Yes sir....

⁷Non Verbal Language

T : Teacher gave a file of worksheet to students through chat box on Zoom.

In this point the teacher distributes a sheet of paper to the students with a happy face.

4. The teacher gave three opportunities for students to listen to the song until they get the lyrics.

At the point verbal language to use by the teachers and students.

⁷Verbal Language

T : So everone, I will play the song for 3 times.

S : Yess sir....

In this part the teacher played the song for his students for 3 times, and the teacher offered to play one more time to the students because some students had not finished their work.

3.1.1.3 Post-Listening

Based on the results of observations found by researchers, post listening activities carried out by teachers are:

1. The teacher asked students to show their answers one by one.

At the point of verbal and nonverbal language used by teachers and students, following conversations between teachers and students.

⁸Verbal Language

T : Please show your answers in front of me one by one and mention it.

S : Ok sir this is my answer it.

⁹Non Verbal Language

T : The teacher looked at the students' answers one by one and gave them an appreciation by giving thumb up emoticon on Zoom if the students' answers were correct.

In transcribe 9-10 the teacher instructs the students to show their answers one by one, then the teacher while providing support to other students if their answers are still blank.

2. The teacher invited them to sing together and fill in the correct song lyrics.

At the point of verbal language used by teachers and students, following conversations between teachers and students.

¹⁰Verbal language

T : Ok everyone let's singing together....

In this section the teacher invites students to sing together. all the students were happy to sing together the atmosphere in the class became active. At the end of the lesson, the teacher gave a link to the form for students to fill out today's learning evaluation.

The teacher's activities in teaching listening skills with English songs were indeed carried out based on the basic competencies of learning at that time, and indeed the implementation of the learning was carried out three times. During these three times, nothing new was obtained by the researchers. What makes the difference is the title, which is different for each learning meeting. As in the explanation below.

3.1.2 The implementation in meeting 2

The second meeting was conducted on July 28th, 2021, and the class started at 07.30 to 08.30. Just like before, the teacher greeted the students and checked their attendance. The teacher played the previous song, "Heal the World" by Michael Jackson. Then the teacher asked the students to recall the lyrics that were played yesterday. Many of the students still remember the lyrics. After that, the teacher played the song "Count on Me" by Bruno Mars. Every student was given a piece of worksheet through chat box on zoom. He asked students to download it and fill in the blank lyrics. The song was played three times. After students completed the task, one of the students was asked to fill in the empty lyrics on the page provided. In this case, many students were able to complete the song lyrics of Bruno Mars. Unlike in listening and answering the questions about Michael Jackson's song, in the song "Count on Me," many students' answers were wrong, but they still filled in all the answers.

3.1.3 The implementation in meeting 3

The third meeting was conducted on July 30th, 2021, and the class by Zoom meeting started at 07.30 to 08.30. Furthermore, the teacher greeted the students and checked their attendance. Before the teacher played the songs, he told the students to not force themselves to think hard. He then asked students to enjoy the teaching and learning and to not feel burdened. If they were burdened, the teaching and learning process could not be done well. Then the teacher asked the students to recall the lyrics of the song "Count out Me." Although many of the students' answers were wrong, they continued to do it until they were finished. The teacher continued to play the "Role Models" song by Eminem while learning English. The teacher played

the song four times, the goal being that students could listen properly and focus. After the students listened to the song, the teacher asked them to show their answers one by one. After that, the teacher invited them to sing together and filled in the blanks with the correct song lyrics. At the end of the lesson, the teacher gave a link to the form for students to fill out today's learning evaluation. Based on the explanation above, it can be seen that there are so many positive sides when the teacher utilized and implemented the English song in teaching listening skills where the teacher seems really enjoy in online class through Zoom Cloud Software. However, the more sophisticated the tools used such as Zoom and online media, the more obstacles and difficulties that are faced by the English teacher. Therefore, the researchers also discuss the difficulties that the teacher faced in implementing English song.

3.1.4 The difficulties faced by the teacher in implementing English song in teaching listening skill

In this section, the researchers elaborating the difficulties that the teacher faced in implementing English song based on the data that the researcher has been collected. They are Internal Factor and External factors.

1. Internal Factors

Based on the observation result, the researcher found that there are several factors that cause difficulties faced by teachers in teaching listening comprehension to eighth grade students. It cannot be ignored that teaching listening comprehension is difficult for teachers, which can be seen from the results of class observations. There are several difficulties faced by teachers in teaching listening, including teaching in large classes, students' ability to catch song lyrics because not all students want to listen with focus, students' lack of interest in learning English. lack of student vocabulary so students do not understand what native speakers or teachers are saying. This is also supported by the teacher statement which said *“the students have lack of vocabulary when they listen to the song, so they are difficult to catch up the lyrics that they have listened, also some students have lack interest in learning English, so I must be creative to choose the good song that will be listened to them to gain their interest”*.

2. External Factors

The external factors faced by teachers when learning took place were the pandemic, so learning had to be done online. It was difficult to implement learning with songs because sometimes both students and the teacher had trouble with the devices being used. Hence, students found it difficult to catch the lyrics. The teacher's statement in the interview: *"Sometimes we have difficulties in using our devices, there are some obstacles in the learning tools or media that become one of the difficulties factors in learning. The problem we face, and it often happens, is about devices like my laptop that suddenly hang, or the devices of my students that don't work because I can't figure out what devices they have at home. In addition, weather conditions sometimes also affect the internet connection because July is usually the rainy season"*

4. DISCUSSION

The researcher figured out that there are three stages which are implemented by the teacher in implementing English songs in the listening class they are Pre-Listening, While-Listening and Post-Listening Activities. This result is in the same line with the theory of Wei (2013) which stated that there are three activities in implementing listening skill. Furthermore, one of these results research for the part of implementing English song in listening skill is same with the research that was conducted by Putri (2021) which stated that from the results of research using song media can increase the enthusiasm of students in listening and English songs help students enjoy listening and create a positive atmosphere. Moreover, numerous other researchers agree with the findings of this study that English songs are not only appropriate for students still in their learning stages, but they are also enjoyable. As a result, learning English as a foreign or second language seems less burdensome. (Ayu & Maili, 2017; Bokiev et al., 2018; Doiz & Lasagabaster, 2018; Lee & Drajadi, 2019; Miranti, 2021)

In other sides, there are some difficulties that the teachers faced in teaching listening comprehension they were internal and external factors as stated by the theory in Aryana & Apsari (2018) that there are some difficulties in teaching listening that often faced by the teachers, such as external and internal factors. For the internal factors, the teacher had difficulties in teaching listening class by using songs from the students problems, such as students' ability to catch the song lyrics, students' lack of interest in learning English, and lack

of student vocabulary so students do not understand what native speakers or teachers are saying and did not comprehend what the native speaker or the teachers said, these statements are strengthened up with the research result by Hidayat (2012) which elaborated that two of the teacher problems in implementing English song were the students' difficulties on vocabulary and the ability to catch up the lyric. Moreover, for the external factor in teaching listening comprehension, the lack of tools is also a problem for teachers and it is supported by (Yagang, 1994) statement that listening problems are accompanied by with the following four factors: message, speaker, listener, and physical setting. Thus, This study shows that learning listening skills might well be done effectively online provided the teacher understands the meaning of each song and is well-versed in content, pedagogy, and technology.

5. CONCLUSION

Based on the result of class observations and the interview that the researchers conducted with an English teacher about the implementation of English songs in the listening class, the researchers draw the conclusion that there are three stages which are implemented by the teacher in implementing English songs in the listening class; they are Pre-Listening, While-Listening, and Post-Listening Activities; and the two factors of the teacher's difficulties in teaching listening using songs are the internal and external factors. For the internal factor, the teacher had difficulties in teaching listening classes by using songs because of the students' problems, such as their ability to catch the song lyrics, their lack of interest in learning English, and their lack of student vocabulary, so students did not understand what native speakers or teachers were saying and did not comprehend what the native speaker or the teachers said. And the external factor is the lack of tools to support the audio in the listening class using English songs. Thus, the researchers recommend that future researchers conduct the same research with different research methods design to test whether English songs are suitable for use as a medium for learning listening skills for junior high school students

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