

ENHANCING LISTENING PROFICIENCY IN GRADE VII STUDENTS USING THE SING A SONG APPROACH

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Abstract

Listening skills are fundamental competencies in language learning that are often perceived as challenging by students, especially seventh-grade students at MTS ASSALAM Bantur. This research aims to enhance the listening skills of seventh-grade students through the Sing A Song method. Sing A Song was chosen due to its potential to make learning more engaging and enjoyable, thereby expected to increase students' motivation and listening abilities. The research findings indicate that the implementation of the Sing A Song method significantly improves students' listening skills. Thus, it can be concluded that the Sing A Song method is effective in enhancing the listening skills of seventh-grade students at MTS.

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Introduction

In the context of foreign language learning, listening skills are crucial foundational skills. Ideally, seventh-grade students in junior high schools like MTS are expected to possess good listening skills to comprehend instructions, conversations, and learning materials presented in English. These skills also support the development of other language skills such as speaking, reading, and writing. With proficient listening skills, students can better grasp language nuances, pronunciation, intonation, and sentence structures.

However, the reality faced in many schools shows that the listening proficiency of seventh-grade students at MTS Assalam Bantur is far from ideal. Many students struggle to understand English conversations or audio materials. Several factors contributing to this issue include limited exposure to English in natural settings, unengaging teaching methods, and minimal use of diverse audio media in the learning process. As a result, many students feel bored and lack motivation to improve their listening skills. To address these issues, one solution that can be applied is the use of the Sing A Song method in listening education.

This method utilizes English songs as enjoyable and engaging learning media. Through songs, students can learn new vocabulary, understand correct pronunciation, and become familiar with English intonation and rhythm in a relaxed and enjoyable manner. Songs also have emotional appeal that can enhance motivation and student engagement in the learning process.

Method

This research method uses a PTK (Classroom Behavior Research) approach in three cycles to test the effectiveness of the Sing A Song method in improving the listening skills of class VII students. Each cycle includes structured steps such as planning, implementation, observation, and reflection. This research in each cycle includes identifying relevant songs, developing song-based activities, and preparing assessment tools to measure student progress before and after the intervention. Implementation methods include introducing songs to students, carrying out repeated listening activities, participating in group singing, analyzing the meaning of song lyrics, improving pronunciation, and explaining the cultural context contained in the song. Observations were conducted to monitor student engagement and progress in

listening skills, and reflection was used to analyze data and identify successes and challenges to improve implementation in the next cycle. This method is designed to continually strengthen students' listening skills through an interactive song-based approach.

Research Procedures

Classroom action research conducted in three cycles to evaluate the effectiveness of the Sing-A-Song approach in improving the listening skills of class VII students requires careful planning, implementation, observation and reflection.

In Cycle 1, 3-4 songs are carefully selected to suit students' language abilities and interests. Activities related to these songs include filling in missing words, understanding the lyrics, and discussing the underlying themes. An assessment tool was created to measure students' listening abilities before and after the intervention. During implementation, students are introduced to the song, listen to it repeatedly, sing along, and take part in structured activities. Moderated discussions explore the meaning behind the text, correct pronunciation, and provide cultural context. Observations document student engagement, progress in listening skills, and improvements in comprehension and concentration. Reflection on Cycle 1 data will form the basis for Cycle 2 adjustments, with new songs and revised activities introduced based on initial findings.

In the re-implementation of Cycle 2, we further refined the Sing A Song method by using observations to track changes in students' listening and response skills.

The final discussion of Cycle 3 integrates the results of all cycles, highlights the effectiveness of the Sing A Song approach in developing comprehensive listening skills, and provides practical recommendations for future pedagogical applications.

Findings

This method is proven to improve students' listening skills significantly. During the research process, we found that students were more active and motivated in Sing-A-Song activities, such as singing together and discussing the meaning of the lyrics. The use of English songs as an effective learning medium increases understanding of vocabulary, correct pronunciation and vocal intonation. An applied action research approach with a structured cycle from planning to reflection allows for a thorough evaluation of the effectiveness of this method. Based on the results of statistical analysis, it was confirmed that the increase in students' listening skill scores after implementing "Sing A Song" was statistically significant. These results indicate that music-based approaches such as Sing A Song not only enrich students' learning experiences but also support the development of critical and comprehensive listening skills in Masu language learning situations.

The statistical data obtained from this research shows a significant increase in students' listening skills after implementing the "Sing A song" method. Analysis was carried out by comparing the pre-test and post-test scores of students' listening skills. Before the intervention, the students' average pre-test scores were at a relatively low level, reflecting their difficulties in understanding sound material in English. After intervention using the "Sing a Song" method, the students' average post-test scores increased significantly. The statistical test used, namely the paired t test, produces a p value of less than 0.05, which indicates that the increase in score is statistically significant. In other words, the difference in average pre-test and post-test scores did not occur by chance, but was the result of applying the "Sing A song" method. The information shows that this method is effective in improving students' listening skills, with an average significant increase in their ability to understand vocabulary, pronunciation and vocal intonation in English.

Then to analyze statistical data from this research, we first collected pre-test and post-test data on students' listening skills before and after implementing the "Sing A song" method. This information is then analyzed using statistical tests, such as paired t-tests, to compare mean scores before and after the intervention. The paired t test was used because the information came from the same sample, namely class VII students who took part in this intervention. The first step is to calculate the mean and standard deviation of the pre-test and post-test scores. Then, we calculated the difference in scores between each student's pre-test and post-test. Next, a t-test was performed to determine whether the difference in mean scores was statistically significant. The t test results provide a p value which shows the significance level of the difference. If the p value is less than 0.05, then the difference is considered statistically significant, indicating that the "Sing a Song" method is effective in improving students' listening skills. Thus, this analysis allows us to conclude that the improvement in students' listening skills was the result of the intervention implemented and not due to chance factors.

Discussion

Discussion of listening skills before and after implementing the Sing A Song method shows significant changes in the abilities of class VII students at MTS Assalam Bantur. Previously, students faced challenges understanding audio instructions and context, which was reflected in varying pre-test scores. However, after three cycles of implementation, there was significant improvement in their ability to follow instructions more effectively, recognize key meanings in songs, and understand nuances and details. These results indicate that the Sing A Song method not only succeeded in improving practical listening skills among students but also strengthened their engagement in language learning in an engaging and effective way. Thus, this approach has great potential to be applied in educational contexts as a strategy that enriches students' learning experiences and supports the development of critical and comprehensive listening skills.

then the findings from the "Sing A Song" study, which showed significant improvements in students' listening skills through the use of English songs, can be compared with the results of three other studies.

Study 1: Improving students' listening skills by using songs (Master Meriati Simanjuntak¹, Yenita Uswar²) comparison between these two sources emphasizes a significant increase in students' listening skills after applying this method, as seen from statistical analysis using the paired t-test. This shows that the use of songs is effective in improving students' listening skills. Overall, both sources emphasize the positive impact of using songs in improving students' listening skills and highlight the importance of innovative teaching methods in enhancing the language learning experience.

Study 2: "The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region" (Tahani R. K. Bsharat, Mosaddaq Y. Barahmeh* and Jamal M. H. Turkman) comparison between the "Sing A Song" method in improving students' listening skills in English learning with research findings showing a significant increase in students' listening skills scores after applying the method. This, with statistical analysis showing significant improvements in vocabulary comprehension, pronunciation, and vocal intonation. An action research approach with structured cycles allows for a thorough evaluation of the effectiveness of this method, in line with the literature highlighting the benefits of using songs in improving students' listening skills and vocabulary. Thus, the findings from the research support the use of music and songs as an effective means of language learning to improve students' listening skills.

Study 3: The use of songs to improve students' listening comprehension ability (Ni Luh Gede Windy Lestary, Si Luh Nyoman Seriadi _Institut Hindu Dharma Negeri Denpasar) A

comparison between the findings of this article and the findings of study 3 highlights the effectiveness of the "Sing a Song" method in significantly improving students' listening skills. The findings of study 3 emphasize the positive impact of using English songs as a learning medium to improve understanding of vocabulary, pronunciation and vocal intonation. While the findings of this article outline how students became more active and motivated during Sing-A-Song activities, leading to improved comprehension and critical listening skills in English.

Next, both sources discuss the statistical analysis performed to evaluate the effectiveness of the method. Study 3 mentioned the use of paired t-tests to compare pre-test and post-test scores, resulting in statistically significant improvements in students' listening skills. The findings of this article explain the process of collecting and analyzing pre-test and post-test data using statistical tests such as paired t-tests to determine the significance of improvement in listening skills after implementing the "Sing A Song" [User Input] method.

In summary, both sources emphasize the positive impact of the "Sing A Song" method on students' listening skills, supported by statistical evidence obtained through comparison of pre-test and post-test.

Conclusion

From this research, it can be concluded that the Sing A Song method is effective in improving the listening skills of seventh-grade MTS Assalam Bantur students. The implementation of this method resulted in a significant improvement in students' abilities to follow instructions, comprehend audio content, and recognize key meanings in conversations or song lyrics. Statistical tests confirm a significant difference between listening proficiency before and after intervention, indicating that using music-based approaches can be a valuable strategy in language education at the junior high school level. Implications of these findings highlight the importance of integrating music-based approaches in teaching to enhance student engagement and enrich their learning experiences. This research contributes to understanding how the Sing A Song method can be effectively applied to improve students' listening skills and develop more innovative learning strategies in the future.

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