

THE STUDENTS' INTEREST IN LEARNING LISTENING SKILL THROUGH THE SONG AT THE SEVENTH GRADE OF SMP NEGERI 27 BANJARMASIN

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ABSTRAK

Listening is one of receptive skill which has a very important role in learning English because in every conversation and activity, listening is a skill which is mostly used. But in fact, the teaching of listening is seldom is done at school. In addition, the availability of facilities and learning media become influences in the implementation of listening activity. So it makes the students uninterested, bored and tend to be lazy to listen in listening activity. In this research, the writer tries to find out “what is the students’ effort in learning listening and how they respond to children’s song as a teaching media in listening”. The subject of this research were students from seventh grade at SMP Negeri 27 Banjarmasin, with a sample are taken as many as 63 students as respondent. The design of this research was quantitative method with survey approach. The data of this research were collected by using questionnaire. The questionnaire consist of 15 statements that is about the students responses to the learning process using song. The result of this research revealed that the students have positive response to the use of songs as a teaching media for listening. The use of songs in teaching listening can improve students’ listening skill, and the use of songs can also make students interested in learning listening. The learning listening by using songs becomes one of the effective methods in the teaching and learning process.

Keyword : *Teaching listening skill, Children’s song*

BACKGROUND

As an international language, English has an important role as a media of communication in transferring and gaining knowledge, information, science, technology, art and culture and maintaining international relationship. Because of its importance, English is included as a subject in the school.

There are four basic skills which taught to the students in learning and teaching process of English. Namely: speaking, listening, writing, and reading. Listening is one of receptive skills which has a very important role in learning English because in every conversation and activity, listening is the language of modality which is mostly used.

The students are expected to have good ability in comprehending and responding to the spoken language such as in transactional or interpersonal conversation. In this case, listening is an important skill and urgently needed in comprehending and responding to the spoken language.

In fact, the teaching of listening is not easy to do. This is because, it is an internal process that can’t be directly observed. So, this will make the teacher difficult to know whether their students really understand or not. Beside, sometimes the students do not want to ask to what they do not know, so, the teacher can’t help to explain to

them more the context or materials that are unknown.

In addition, the availability of facilities such as language laboratory, media, materials and the teacher's initiative also affect in the implementation of listening activity. In fact, not all schools have the supporting facility such as the language laboratory. That is because, the capacity of the laboratory is not enough to accommodate all students in the class.

Based on the observation which has been done, the writer found some problems related to the teaching of listening. Generally, the media became one of the problems faced in teaching listening. That is because not all classes have the media to teach listening. In addition, the limitations of the material also make students uninterested and bored. This is makes them tend to be lazy to listen in listening activity.

By considering the problem, an effort to help students needs to be done. In this case, the writer uses children songs to find out the extent of student interest in the learning process using songs.

METHOD

In this research the writer used quantitative methods with survey approach. Fraenkle and Wallen in Arifin (2011: 64) states that survey research is "...research by gathering information from a sample by asking through questionnaires or interviews to illustrate various aspects of the population". Survey provide a means of measuring a population's characteristic, self-reported and observed behavior, awareness of programs, attitude or opinions, and needs. It is done to investigate what extent the students' interest in learning listening skill through the song.

The determination of the sample in this study was determined by English subject teachers, and the teacher gave grade VII B and VII F as a research sample for the writer with a total of 63 students.

In scientific research, data is obtained or collected using research instruments. "...research instrument is a tool used to measure observed natural and social phenomena" (Sugiyono. 2008: 102). In accordance with applicable research rules, this research also has a research instrument to gather data which is then reviewed and concluded. The form of the instrument in this study was a questionnaire. The questionnaire distributes to students' to find out their interest in process of learning listening through the song, it's consisted of 15 statement. Questionnaire number 1-3 is about interest in learning English, questionnaire number 4 is about interest in songs, questionnaire number 5-15 is about interest in process learning listening to use song. Questionnaire distribution is done online through the WhatsApp application. This is because, currently in Indonesia is experiencing a Covid-19 pandemic, and the government calls for all students to learn from home online. So it is not possible for writers to give questionnaires directly to students.

Guide assessment and scoring in this study using a Likert scale approach. (Sugiyono. 2013: 136) The answer to each item of the instrument that uses the Likert scale has a graduation from very positive to very negative.

Table 1. Scoring Questionnaire with a Likert scale

Option	Positive Score	Negative Score
Strong Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strong Disagree	1	5

Technique Data of Analysis used is Descriptive statistics. "Descriptive statistics are statistics used to analyze data by describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations" (Sugiyono. 2013: 199). The analysis test that find out in this research is the descriptive statistic such as mean, frequency,

percentage, and standard deviation, in addition, the writer also analyzed the validity test and the reliability test with the help of the SPSS 21 program.

FINDING

The writer made the research which had been held at the seventh grade of Junior High School in Banjarmasin with the distribute questionnaire to the students to find out their interest in learning listening skill through the song. And data analysis found by the writer are as follows.

1. Validity test

Validity test is done to find out whether the research instrument to be used is valid or not. According to Sugiyono (2008: 121) "*valid means the instrument can be used to measure whatever should be measured*". And the questionnaire can said valid if r-count than more r-table, based on the number of respondent that is 63 respondent. So, the r-table used is 0.244. The results of the analysis conducted by the writer using SPSS 21 show that all the statement in questionnaire is valid. It's can be seen in the table below.

Table 2. The results of the validity test

No.	Questionnaire	r- Count	r- Table	explanat ion
1.	Statement1	0.639	0.244	Valid
2.	Statement2	0.645	0.244	Valid
3.	Statement3	0.635	0.244	Valid
4.	Statement4	0.639	0.244	Valid
5.	Statement5	0.347	0.244	Valid
6.	Statement6	0.524	0.244	Valid
7.	Statement7	0.610	0.244	Valid
8.	Statement8	0.286	0.244	Valid
9.	Statement9	0.546	0.244	Valid
10.	Statement10	0.249	0,244	Valid
11.	Statement11	0.546	0.244	Valid

12.	Statement12	0.250	0.244	Valid
13.	Statement13	0.573	0.244	Valid
14.	Statement14	0.260	0.244	Valid
15.	Statement15	0.460	0.244	Valid

2. Reliability test

The reliability test aims to see whether the questionnaire has consistency if measurement are made repeatedly to measure the same object. The reliability test of this study use Cronbach Alpha. According Wiratna Sujarweni (2014) "*The questionnaire is said to be reliable if the Cronbach Alpha is > 0,6.*". From the result of the reliability test conducted by the writer using SPSS 21 shows that the reliability of the questionnaire is 0.779, so that the questionnaire is reliable.

Table 3. The results of the reliability test

No	Reliability coefficient	Cronbach Alpha	Standard cronbach alpha	explanation
1.	15 item	0,779	0,6	Reliable

3. Descriptive statistic

Descriptive statistics are used to find out about the extent of students' interest in the process of learning listening using songs, the writer uses descriptive statistical analysis based on responses to statements in the questionnaire using SPSS 21. Descriptive analysis such as mean, standard deviation, frequency and percentage.

The results of the analysis of statement items on the students' interest and learning process using songs are shown in the following table.

No.	Item Questionnaire	Frequency & Percentage					Mean	S. td	Level interpretation
		SD	D	U	A	SA			
1	Statement 1	0 (0%)	3 (4,8%)	16 (25,4%)	30 (47,6%)	14 (22,2%)	3,87	813	High
2	Statement 2	0 (0%)	4 (6,3%)	17 (27%)	36 (57,1%)	6 (9,5%)	3,70	733	High
3	Statement 3	0 (0%)	5 (7,9%)	19 (30,2%)	23 (36,5%)	16 (25,4%)	3,79	919	High
4	Statement 4	0 (0%)	3 (4,8%)	16 (25,4%)	30 (46,7%)	14 (22,2%)	3,87	813	High
5	Statement 5	0 (0%)	0 (0%)	5 (7,9%)	24 (38,1%)	34 (54%)	4,46	643	Very High
6	Statement 6	0 (0%)	4 (6,3%)	12 (19%)	38 (60,3%)	9 (14,3%)	3,83	752	High
7	Statement 7	0 (0%)	3 (4,8%)	17 (27%)	19 (30,2%)	24 (38,1%)	4,02	924	High
8	Statement 8	0 (0%)	0 (0%)	8 (12,7%)	19 (30,2%)	36 (57,1%)	4,44	713	Very High
9	Statement 9	0 (0%)	0 (0%)	7 (11,1%)	18 (28,6%)	38 (60,3%)	4,49	693	Very High
10	Statement 10	0 (0%)	0 (0%)	5 (7,9%)	27 (42,9%)	31 (49,2%)	4,41	638	Very High
11	Statement 11	0 (0%)	0 (0%)	7 (11,1%)	18 (28,6%)	38 (60,3%)	4,49	693	Very High
12	Statement 12	0 (0%)	0 (0%)	0 (0%)	23 (36,5%)	40 (63,5%)	4,63	485	Very High
13	Statement 13	0 (0%)	0 (0%)	7 (11,1%)	21 (33,3%)	35 (55,6%)	4,44	690	Very High
14	Statement 14	0 (0%)	0 (0%)	0 (0%)	20 (31,7%)	43 (68,3%)	4,68	469	Very High
15	Statement 15	0 (0%)	0 (0%)	3 (4,8%)	28 (44,4%)	32 (50,8%)	4,46	591	Very High

Can be seen in the table from the descriptive statistic above which shows that the mean score obtained by the respondent has a high and very high level of interpretation. So, it can be said that the student's response to the listening process using song is positive.

DISCUSSION

From all the test results in the findings show that the response of students in their interest in the process of learning listening using songs is positive. It can be seen from the table of descriptive statistic, the table shows that students' perceptions of responses to the learning process using songs contained in statement numbers 5-15 have an interpretation of mean very high score.

In this study the writer found that the process of learning to use songs was able to make students interested in learning listening, in addition to the process of learning to use songs to make students fun so that students do not feel pressured when teaching and learning process. This is consistent with the theory put forward by Murphy (1992) quoted in Neil T. Millington who states that "the

greatest benefit to using songs in the classroom is that they can be fun".

The use of songs in the teaching and learning process is one of the effective methods in learning listening. Besides the fun learning process, songs can also improve their English skills. Furthermore, this method is easy to apply because it's only requires a loudspeaker and an MP3 player to play songs as media and the teaching and learning process can be done in the classroom.

CONCLUSION

There are several conclusions drawn by the author, namely as follows.

1. The results of the study showed that students' interest in learning to listen using songs was high. It can be seen from the results of the descriptive statistical analysis on the questionnaire items number 5-15 about interest in the learning process to use song has a high interpretation of mean score. That means students are interested in using songs in the teaching and learning process.
2. The use of songs in learning listening can improve students' listening skills and

increase their vocabulary. That is because the use of children's songs is easier to accept because children's songs have a simple structure of words, so that they are easy to remember and understand.

3. The use of songs as a teaching medium in listening becomes an alternative method in teaching and learning process if there are limited facilities such as language laboratory and media, because in this method only sound speakers and laptops or smartphones are needed to play songs, and teaching and learning process can also be done in the classroom.
4. The use of songs as teaching media makes students feel more fun. That is because the use of songs can provide comfort when the learning process so that students do not feel stressed, moreover, listening lessons are one of the lessons quite difficult and when using less effective teaching methods students will easily get bored.

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