

The Use of Song in Teaching Listening: An Interview Study to EFL Learners of Junior High School in Banjarmasin

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ABSTRACT

There are a lot of factors that influence student's interest in listening class. One of them is the use of the song during the listening class. The aims of this research were to investigate the using of English songs to increase students' interest in teaching listening skill and to know the students attitudes of using English songs in listening skill. The participants of the study are teacher and students of junior high school in Banjarmasin. The method of this research was interview study. The result of study indicates that the use of song in listening class will make students more likely for having high interest in listening class.

Keyword: *song, teaching listening, students' interest.*

INTRODUCTION

On listening there are some obstacles faced by students and teachers. The obstacles are such as using unsuitable methods by the teachers and lack of motivation from the students. Problem existing in students, poor mastery of English inspired listening skill is most of them have very short attention span and lack motivation (Tee and Fah, 2005:1). The teacher have to find the suitable methods to motivate the students in order to make them interest in learning English. So, the goal of teaching listening is hoped can be reached.

Based on the small observations of researchers while conducting PLP II, researchers found that it was very difficult for students to understand English in learning listening skill. For example, when the teacher gave the listening test, they kept talking to each other and did not pay attention to the material. Besides that, many of them still let the answer in blank and did not finish the task. They were not interest in listening and effected to their passion and motivation in listening. As the conclusion, the students had problem with their learning strategy and interest.

Interest has an important role in the process of learning English. Hilgard in Imil (2013) says that interest is persisting tendency to pay attention to some activity or content and enjoy it till the end. It gives great effect toward students' attitude, motivation and behavior. Students whose are interested to an activity, whether it is play or work will put forth more effort to learn than students who are not interested or bored. It means when students are interested to something, they will respond quickly what they are interested to an activity is they are showing attention to it and they are doing and they produce a will to do those activities. An example of activities that can increase students' interest in listening skill is activity of listening to English songs.

Songs can be used by the teacher as a medium to attract students' interest in listening learning activities. By learning to use the song as a medium of learning, students will not feel bored because certainly some students like to listen to songs. This is because students will find listen to the songs as entertainment and not as a learning process that is tedious. Therefore, the use of songs in the listening learning process is the best way to increase student interest.

Based on the background above, this study was conducted with the aim of finding out how much students' interest in listening skills with songs as a medium in the learning process. In conclusion, the researcher has done a research entitled, "The Use of Song in Teaching Listening: An Interview Study to EFL learners of Junior High School in Banjarmasin".

METHOD

Research Design and Setting

Qualitative research becomes the basis in the selection of research methods, because basically the selection of qualitative methods focuses on a holistic picture, which is a detailed description of what happens in a language activity or language situation. This study was conducted in SMPN 21 Banjarmasin. The located on Jl. HKS N Gang Swadaya Tani No. 176 RT 10 Banjarmasin. It was held on June-July 2020.

Participant

It can be concluded that participants are subjects involved in physical mental and emotional activities as participants in responding to activities carried out in the teaching-learning process and supporting the achievement of objectives and being responsible for their involvement. In this study junior high school students and teachers in SMPN 21 Banjarmasin play a participant role.

Instrument

In qualitative research, or the main instrument in data collection is human, that is, the researcher himself or others who help the researcher. In qualitative research, the researcher himself who collect data by asking questions, ask, listen, and take. Therefore in this study the researcher is the main instrument. To collect data from sources of information (informants), researchers as the main instrument of research need assistance instruments. As for the aid instrument used in this study is an interview guide.

Data Analysis

This research is an interview study, with more of a description of the results of the interview. The data analysis technique used in this study is to use steps like those used by Alan Bryman. The steps are as follows:

1. Coding

Coding is a basic step in the operationalization of qualitative data analysis. Up to the coding stage it means that the (initial) field data has been collected. Nevertheless, it did not rule out researcher going to the field again to collect data again. Coding can be done manually or using qualitative data analysis software such as Atlas.ti or Nvivo, in this study the researcher did the coding manually. The coding process is also called indexing. Researchers provide code in the text or narration (data) found.

2. Make a concept

The next step is to make a concept of the data that has been collected. However, researcher needs to examine again the data field, or even collect data to determine whether the new data is required. If the data is deemed saturated, then the coding results can be used as a concept.

3. Create a category

After the concepts used are clear, the researcher can arrange categories. Creating a category or categorization is not rigid. Researcher can do this by discussing other terms mentioned by informants in interviews. In the next step, the researcher will examine the relationship of each category and ensure that the data (usually in the form of text or narration) is included in the appropriate category.

4. Make a hypothesis

From the categories that have been compiled, the researcher can make a hypothesis. The hypothesis referred to in this study can be in the form of alternative hypotheses and null hypotheses according to the categories that have been compiled. In this study, the hypothesis could be that songs become a medium that can attract students' interest in learning listening in class. However, the hypothesis must be tested first.

5. Get Analysis Results

Qualitative data analysis is almost always not linear. Researchers go to the field, test again, and go to the field again and so on to get quality results. Qualitative research has an emphasis on the quality of research results, not quantity. After the hypothesis is tested, researchers can confirm existing theories, develop theories or create new theories. The results of the analysis are the results of studies

that are ready to be tested and presented to the public.

FINDINGS AND DISCUSSION

1. Using song in teaching listening

Based on the results of interviews conducted by researcher in collecting information about how teachers used songs in listening learning. Researcher has interviewed an English teacher with the initials M. she said that *"usually I use songs using a laptop and speaker aids. Sometimes they also use cassettes found in listening learning books, but more often they only use songs"* From this explanation we know that songs were still the medium that is often used when learning listening. This is because students were more interested in learning listening to use songs. as conveyed by one of the informants with the initials S who said that *"I like it because learning to listen to songs is more fun and doesn't make me bored to learn"*

The first informant said again that when using songs in learning listening, students looked more enthusiastic. This is the reason she made songs as a medium in the listening learning process. Another reason that underlies the use of songs in listening is the condition of students who are considered less interested in English, she said during the interview as follows:

"Because the junior high school students here are still lacking in interest and ability to speak English, so when learning to use songs they are more interested and don't feel bored. And if using songs, students are more enthusiastic about learning than using other media"

As for using songs in the listening, the speakers used the fill in the blank technique. So she distributed a sheet of paper containing the lyrics of the song which had several words removed, then the students were asked to listen to the song and then fill in the blank parts of the lyrics. This was conveyed by her in an interview who said *"for the teaching technique I distributed a sheet of paper containing the lyrics of the song which had partially removed the words, and when the song was played I asked the students to fill it out based on the song they heard"*

However, students can also get bored if the songs used are just that, it takes several songs in one lesson. The informant also said that students would get bored quickly and asked to find a new song to play. For this reason, it is necessary to prepare many songs before starting to teach songs in class.

Songs were not always able to have a positive effect in attracting student interest. Sometimes because they are too enthusiastic when listening to student songs it becomes noisy and class conditions were not conducive. This was conveyed by an informant in the interview *"the obstacle is usually the class atmosphere is not conducive, sometimes students are too excited so it makes the class noisy"* The informant with the initials R also said something similar in the interview *"sometimes listening skills that are practiced in class cannot be heard clearly because the class is too noisy"*

And the lack of property used can also be an obstacle in the listening learning process in class. This was conveyed by one of the student informants with the initials S who said in the interview *"the teacher when learning listening only uses makeshift speakers so sometimes it is not clear to hear"*

2. Kinds of song used to support teaching listening

For a teacher, there is a way to find out what types of songs are suitable for students, which can be done by looking for them on social media such as YouTube. This was also done by the teacher informant in this study, when she was interviewed she said that he got a song reference in listening lessons using songs from YouTube.

In use songs in listening learning, it is also necessary to pay attention to the types of songs used. As conveyed by the informant with the initials M during the interview, she said *"the song chosen must be a song that has a slow to moderate rhythm, because if the song is fast, the students will have difficulty understanding it."*

The same thing was conveyed by a student resource person with the initials R

in the interview, she said *"if listening if the sound of the song or the problem is not too fast I can still listen to it well and can understand it a little, because if it's too fast sometimes I don't understand what is being said"*

Therefore it is necessary to know what types of songs have slow song rhythms. In this case the researcher also asks student informants about what types of songs they like to listen to. The student informant with the initials R said that she likes listening to jazz songs, while the informant with the initials S said that she prefers to listen to pop genre songs.

From the types of songs delivered by the students, we can see that the two song genres have slower rhythms than other song genres, for example rock music. In addition, pop songs are also a type of song that is in great demand by young audiences, especially children in their teens. So in the process of teaching listening using songs, both types of songs can be used during listening learning.

3. The advantages gotten by students taught listening using song

From the results of the interviews conducted in this study, there is a very striking advantage of learning listening to using songs. This is the attitude of students who become enthusiastic and excited when learning listening. As well as making students interested in listening to English songs and interest in English it selves. As conveyed by a teacher informant with the initials M who said that *"so when students like to listen to songs in English, it can also make students like English itself"*

The student informant with the initials R also said that *"by learning to use songs I liked listening to songs at home, I became curious about the songs played at school and I tried to find out the meaning of the lyrics"*

And also the student informant with the initials S also conveyed almost the same thing, she said, *"I am happy when learning to use songs because it is very fun to do so that we don't get bored with random lessons."*

Of all the information provided by the informants, it cannot be denied that the

songs in listening lessons can help students be interested and feel happy when the learning process takes place.

Also, in this study it was also found that when learning listening to use songs, you cannot only use one song. Because student was get bored again if they only use one song. And also in one lesson, don't fully use the song during the lesson, it must also be interspersed with other material, this was conveyed by the informant we asked about.

Based on the discussion above, learning listening using songs make students interested in the learning process in class. And learning to use songs is not only beneficial for students but also can make it easy for the teacher to make the classroom atmosphere more enjoyable.

CLOSING

Conclusion

Based on the exposure to the research results, it can be concluded that songs can be a learning medium that can help teachers to attract students' interest in listening. And students are happy when using songs in class they can enjoy activities and also don't feel bored. The teacher's ability to choose teaching materials will also affect the use of songs in improving students' listening skills.

Suggestions

After the researcher draws the conclusion of the research, the researcher is going to present the suggestion to the teacher, students and the other researcher. The suggestions given by the researcher are as follow:

1. For English teacher

For the teacher it will be much better for using slow rhythm song especially for listener in beginning level and the use of the song should be more various in terms of duration, method, and the genre of music that be used to accommodate every student learning style so that they will achieve the maximum learning result.

2. For students

They have to learn harder and besides listening to songs they also have to search for the vocabulary of every lyric they hear because it will make it easier for them to learn English.

3. For other researcher

The result of this research may be reference to the following research. The other researcher can observe the same title of this research with different objectives or methodology

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