

**"THE IMPLEMENTATION OF LYRIC SONG OF MILLION DREAMS
TO IMPROVE LISTENING SKILL AT SECOND GRADE STUDENTS OF
SPM ULYA IN ACADEMIC YEAR 2021-2022."**

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ABSTRACT

This action research aims to improve the listening ability of 2nd grade students of SPM Ulya Blokagung, Tegalsari, Banyuwangi by using lyrics. In teaching English there are four skills that must be mastered, namely listening, speaking, reading, and writing. The type of skill that must be learned starts from listening. Listening skills need to be mastered in order to communicate. Listening is listed as the two most needed skills in communication, along with speaking. In this case, the role of the teacher is necessary to assist the student in teaching listening. Songs can be considered as a medium. This research uses Class Room Action Research (CAR) method, with collecting data by observation, interview, test, and documentation. The study was conducted in two cycles. Data is obtained from observation during the implementation of the action, interviews with students and English teachers, and students listening sheets. The data is in the form of interview transcripts, field records, and listening scores of at 2 SPM Ulya Blokagung, Tegalsari, Banyuwangi. The researcher concludes that by seeing the results of the actions in cycles I and II as described in the table in the previous chapter, the researcher can describe the results per cycle. Student learning outcomes increase in each cycle wherein the pre-cycle that uses the listening method by playing a mastery song only 3 students or 11% with an average value of 61.1 after the method used is slightly changed to be more interesting, students who complete the first cycle become 17 students or 68% with an average score of 71.1 and improved again in the second cycle, completeness has reached 29 students or 100% with an average value of 80.71.

Key Word: *English Song, Teaching Listening*

INTRODUCTION

As a foreign language, English has four skills (Reading, Listening, Writing, and Speaking) to be mastered by the students. Among these skills, listening is a skill that consider difficult to master, because it requires more attention and concentration to understand the sound (listening to the material). It can be said that listening is not a passive skill, the process of listening is a complex process in which many things occur simultaneously in the mind. Besides being complex, listening is far move difficult than many people imagine. It is important if students learn to their own desires, the possibility of their memories to store them in their long-term memories is very large. In this case, Peterson stated learning material must be interesting and something unusual or different, according to Regita Cahyani (2019).

There are several reasons why listening is difficult for students to master. The students begin to learn English by reading, instead of listening. In fact, reading is different from listening, like writing is different from speaking. Listeners must know the sound system, otherwise, they cannot understand speech. Moreover, writing uses different language. Written English consists of neat, correct sentences, while speech does not.

There are many definitions of listening as Helgensen and Brown (2007; 4), listening is the process of constructing meaning from spoken input. It means listening is not only hearing what people say but also comprehend it (Rost, 2007:3). Listening is receiving, analyzing and interpreting the oral signals that come to someone and recreating message of the speaker (Bowen et.al, in Retmitasari, 2004: 5). Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, in Yagang; Kral (Ed.), p.189). Listening also has often been called a passive skill. This is misleading because the listening skill demands active involvement from the hearer (Wijayanti, 2008: 2).

According to Osada (2004:53-54), although listening is now recognized as critical dimension in language learning, it still remains one of the least understood processes. Morley (2001:69), Narrates that during the 1980s special

attention to listening was incorporated into new instructional framework, that is, functional language and communicative approaches. As the author goes on, throughout the 1990s, attention to listening in language teaching has increased dramatically.

Listening is the activity of paying attention to try to get meaning form of something we listen. To listen correctly and to speech language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions and not simply to understand the word themselves. Listening to English songs will make learning process fun. By using songs as media, the four aspects can belearn at the same time. This is kind one of approach to improve our listening skills in English, to motivate and to improve their English listening skills. According to Kurita in Ahmadi (2016: 7) learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' selfconfidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

Song lyrics are a pitched arrangement/sequence of words. While the music video itself is a song accompanied by a picture. According to the site owned (Galeri, 2011), video clips are a collection of visual pieces that are assembled with or without certain effects and adjusted based on the beats on the rhythm of the song, tone, lyrics, instruments, and the appearance of the music group to introduce and market song products so that they can be known by the public.

Making a video clip can make it easier to market and introduce the latest song belonging to a band so that it can be of interest to its fans. This definition has been clarified in an electronic book (Calrsson, 1999) namely "Music Video is a form of audio-visual communication in which the meaning is created via carries of information such as; the music, the lyrics, and the moving images". That video clip is a form of audio-visual communication whose meaning is created by bringing information such as music, lyrics and moving images.

Music or lyric video is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of song can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning (Jeremy Harmer, 2002:241).

There are many problems that may occur in listening. There are a variety of issues that can arise during listening. First, the speaker equipment is not ready enough to use. It means that the speaker has a problem like the sound is not clearly or loudly sometimes. It makes the material difficult to be understood. Second, the conversation is running fast. The kids find it challenging to comprehend what is being discussed. It's because they aren't used to the speed with which native speakers converse. Furthermore, they occasionally lost focus throughout the listening part. The concentration in listening lesson is important. When they do not focus, they will miss some important points in the conversation. In addition, many students do not used to practice English, especially listening English conversation. Whereas, practicing English helps the students in listening.

Actually, training students to listen is a difficult task. This is due to the fact that it is an internal process that cannot be witnessed immediately. Therefore, it will be difficult for the teacher to know whether their students really understand or not. Additionally, sometimes the students do not want to ask to what they do not know, so, the teacher can not help to explain to them more the context or materials that are unknown. However, the availability of resources such as a language lab, media, and materials, as well as the teacher's initiative, all play a role in the implementation of listening activities.

In reality, it is always found that not all schools have the supporting facility such as the language laboratory, Alternatively, on rare occasions, the use of a language laboratory in the teaching of English. This is because, the capacity of the laboratory is not sufficient to accommodate all students in the class and

there are several devices which are damaged. Surely, these cases can be replaced by using the media in the class. The media such as a tape recorder, computer or notebook which are connected to the speaker can be used to teach listening. In this case, the teacher's initiative and willingness are the main key. Beside that, the presented material are also still handmade, so, sometimes its content is still far from what is needed and expected.

Based on the observation which has been done, the researcher found some problems related to the teaching of listening. The media were frequently used as cases in class. This is because not all classes have the media to teach listening. Beside that, the limited materials also make the students uninterested and bored. This is can be seen that they are tend to be lazy to listen to the listening activity. Specifically, the teaching of listening is related to some aspects especially related to the students such as vocabulary, knowledge, and the ability to comprehend the context. The students need some repeating and complain that they are difficult to caught to the voice to the audio because it is too fast and they can only listen to the words by words only.

The students of SPM Ulya Darussalam Blokagung are still less in listening skill. They appeared perplexed while listening to the English content in the learning process. Students comprehend information better when it is presented in the form of reading or writing. It might be concluded that the students are unable to differentiate between the words.

Based on the explanation above, the researcher intends to conduct a classroom action research entitled: **“The Implementation of Lyric Song of Million Dreams to Improve Listening Skill at Second Grade Students of SPM Ulya in Academic Year 2021-2022”**.

Related Literature

1. Listening Skill

English as a foreign language is taught in Indonesian schools from elementary school through senior high school. It consists of four skills that students must learn. These skills are reading, listening, writing, and speaking. Listening is the most difficult of these talents to

learn since it requires more attention and concentration to comprehend the sounds (listening material). Hearing carefully (listening) is a procedure that begins the mind, according to the scripture above. We can also learn and grasp numerous lessons by listening.

a. Definition of Listening Skill

As defined by Oxford (1993: 206), listening is a complicated problem-solving skill that encompasses more than just sound perception. Comprehending meaning words, phrases, clauses, sentences, and related discourse is part of listening. Furthermore, listening is one of the core language abilities, according to Bulletin in Saricoban (1999). It is a medium through which children, teenagers, and adults obtain much of their information, as well as their perception of the world and human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we grasp the sound that falls on our ears, and we take the raw material of words, word groupings, and the rise and fall of the voice, and we create meaning from it. Russel and Russel in Hasyuni (2006: 8) Listening skill is defined as the ability to listen with comprehension, concentration, and enjoyment. Then, as part of the listening exercise, language skills such as pronunciation, vocabulary mastering, writing, speaking, and reading must be integrated.

The ability to pay attention or hear something is referred to as listening skill. But listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without being aware of the fact that you are doing so. When listening, however, the brain does not automatically interpret the words into the message being sent. Listening is fundamentally the process of determining the meaning and message of sounds or words. It is a dynamic

process that entails far more than simply labeling sounds or words. Listening, according to Moelew (1990), is a complex activity in which several things happen at the same time inside the mind. Listening is significantly more difficult than many people realize, in addition to being complex.

As a result, we might define hearing as the ability to recognize and comprehend what others are saying. It's also a complicated activity, and we can help students understand what they're hearing by bringing up prior knowledge. It will also discuss how teachers may assist students in overcoming the problem of listening by teaching them different forms of listening.

b. Difficulties in Listening Skill

Listening is a difficult skill for pupils to master. The first reason is that pupils do not have access to the text to look at if they do not grasp the content. A second reason is the native English speaker's accent and intonation. Furthermore, each country has its own dialects and regional accents, which can be perplexing to the listener. All of these factors make learning to listen a significant challenge, and it's no surprise that children struggle with it.

Ur (1996: According to 111), some students struggle with hearing because they have issues with noises, have to grasp every word, can't understand quick and natural native speech, need to hear things multiple times, find it difficult to keep up, and get exhausted.

Another issue with learning to listen is that children have no control over the speed at which they hear and are unable to go back or rewind to listen again. Although listening materials are recorded in class and can be played again or students can listen to them again, it is normally under the authority of the teacher. Also, because of the pace with which

native speakers normally talk, pupils believe that the teacher is asking them to focus on the broader message and ignore what they missed, which probably means what they did not understand, the teacher has no notion that what they don't understand can account for up to 75% of what is heard (Rixon, 1986: 37).

Moreover, Underwood (1989: 17) mentions some other types of challenges that are directly related to the students. One of the issues that students have is that they have developed learning habits in the sense that they have been encouraged to grasp everything by paying close attention to teachers who talk slowly and clearly. As a result, if they don't understand every word while listening, they stop listening and lose the thread, which appears to be the cause of their panic and worry before and during listening.

In light of these issues, we cannot deny that motivation plays a significant part in learning to listen. As mentioned in Brown (2006: 1), another theme will be motivation. Because listening is such a difficult skill, teachers must consider how to make the exercises successful and the subject appealing. We can create interest in studying listening by listening to English songs, for example. It is thought that through increasing student motivation, listening issues will be reduced. Furthermore, as children are learning to listen, they will be stimulated rather than panicked or worried.

As previously stated, pupils at SPM Ulya Darussalam, Blokagung, have a tough time understanding English by listening. After listening to the audio three times in class, the pupils still didn't understand what was being said. Furthermore, the kids' self-esteem may deteriorate with time. They are apprehensive about returning to the lab to listen to English. When they are confronted with auditory information, they have

little faith in their ability to comprehend it. As a result, they may be unable to Comprehend them due to the psychological belief that they are unable to understand spoken English.

c. Principles of Teaching Listening Skill

Teachers must understand the fundamentals when teaching listening skills. The following are some guidelines for teaching listening skills:

1. In the early stages of ESL instruction, listening should be prioritized.
2. Make the most of material that is applicable to students' everyday lives.
3. Maximize the use of authentic language.
4. Change the gender, age, dialect, accent, topic, speed, loudness, level, and genre of the speakers.
5. Always urge kids to listen with intent and allow them to demonstrate their understanding through an activity.
6. Language material meant for auditory comprehension instruction should never be given visually first.

In addition, teachers must pay close attention to the concepts of teaching listening skills. One of the foundations of teaching listening, as previously said, is that teachers constantly ask students to listen with the intent of hearing. So, if we spend some time teaching students about the purposes of listening, we can help them listen more successfully. One method is to conduct a small dialogue to demonstrate how they might listen differently based on their objectives.

d. Listening Material

The content is critical for students who want to enhance their listening skills. The right material can entice students to learn. The information that is appropriate for pupils must be fascinating, at the appropriate degree of difficulty for the students, and given in a variety of activities (Puspita in Hasyuni

2006: 4). Students should have access to engaging materials that are familiar, meaningful, and diverse. It can help them to understand more easily.

Aside from that, the material should be as natural as possible so that students can practice imitating the speakers' original voices. As mentioned by Paulston in Hasyuni (2006: 4), listening materials should include as many samples of natural language as possible from as many different sources as possible, giving students exposure to a wide range of themes and situations.

To sum up, teachers are better able to gauge their students' enthusiasm in developing listening skills through engaging exercises. Students will become bored and unwilling to learn if this is not done. Because songs may be utilized for a range of learning and teaching activities, they can help motivate students to attend lessons and pay attention in class.

e. A Good Listener

If students participate actively in the listening process, they can be said to be good listeners. The characteristics of active listeners as below:

1. Make eye contact/follow the listening
2. Summarize the listening material has heard
3. Make a link between what you're hearing and what you already know.
4. During the learning listening process, ask and answer the question. Saricoban (1999), on the other hand, says that a good listener is one who possesses enabling abilities.

In conclusion, pupils are said to have good listening skills if they are engaged in the learning process. The kids' eagerness and passion while learning to listen demonstrate their activeness. Students who are active listeners are known for their constant focus on what they hear, their ability to ask and

answer questions, and their ability to form a summary from the materials provided in the post-listening.

f. Types of Listening Activities

We always have a purpose for listening. We can get up-to-date news by listening to the radio in the morning. A song might be enjoyable to listen to. Depending on our goals, we listen in different ways. Having a purpose helps us listen more effectively.

There are a variety of activities that can be used to learn how to listen. Ur (1996: 113) provides four of listening activities as follow:

1. No overt reaction; pupils are not required to respond to the listening; but, facial expression and body language often reveal whether or not they are following. It includes stories, songs, and entertainment.
2. Short replies, which include following directions, ticking things, true/false, spotting errors, cloze, guessing definitions, and skimming and scanning.
3. Extended responses, such as answering questions, taking notes, paraphrasing and translating, summarizing, and filling in large gaps.
4. Extended answers, in which the hearing serves just as a 'springboard' for more reading, writing, or speaking: in other words, there are 'mixed skills activities.' Problem-solving and interpretation are included.

From the categories of listening described above, it appears that video lyric songs can be used to teach the listening process, and it is hoped that this will drive children to improve their listening skills.

2. Lyric Song

a. The Definition of Lyric

Lyrics (in singular form lyric) are a set of words that make

up a song, usually consisting of verses and choruses. The writer of lyrics is a lyricist or lyrist. The meaning of lyrics can either be explicit or implicit. Some lyrics are abstract, almost unintelligible, and, in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005).

Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhyme. As adolescents, we are consumed by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion. From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

b. The Use of Song as Authentic Listening Material

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to example of real language usage to help them become more

communicatively competent.

According to Ur (1996: 107), listening activities based on simulated real life situation and likely to be most interesting and motivating to do than contrived textbook comprehension exercise. The following features characterize real life listening activity:

- a. We listen for a purpose and with certain expecting
- b. We make an immediately response to what we hear
- c. We see the person we are listening to
- d. There are some visual or environment clues as to the meaning of what is heard
- e. Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

c. Factors Contributing to Listening Comprehension of Song

The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. Orlova (2003), states that it is possible to suggest that among the methodological purposes with songs are used in class, it

is possible to rank the following:

- a. Practicing the rhythm, stress and the intonation patterns of the English language.
- b. Teaching vocabulary, especially in the vocabulary reinforcement stage
- c. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
- d. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion
- e. Teaching listening comprehension
- f. Developing writing skills. For this purpose a song can be used in a variety of ways.

According to Lynch (2008), there are three factors that contribute to listening comprehension of song, they are:

1. Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
2. Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.
3. Use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

In addition, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

d. The Criteria of Song Selection

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very

frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, M. Lynch (2008), provides three principal song selection criteria, they are:

- a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- c. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

In order hand, Orlova (2003) says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

1. The song must be an example of a particular musical trend
 2. There shouldn't be any form of violence in it.
 3. The song should contain a certain artistic image. It is realized when teaching the students; we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.
- e. The use of Song Procedure

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. According to Saricoban

and Metin (2000), at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques.

According to You (2002), procedure of songs activity can be done by steps below:

a. Pre-listening

The first is a warm-up or schema building activity; ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class. And the second is a Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

b. While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

c. Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary. However in teaching listening by songs, there are three stages; pre-listening, while-listening, and post-listening. Beside of that, the activity can be formed gap fills or cloze texts, true-false statements, and dictation.

f. Benefit of Song

By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and

the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006).

From explanation above, its considered that songs have much benefit. Some of them are songs can motivate the students and make them more confidence in their ability to listen the materials.

Method

The research conducted here was classroom action research. According to Burns (2010: 2) action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Furthermore, Elliot in Burns (2010: 5) defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tri ed to get the way to improve the quality of the activities.

The goal of this study was to describe the steps involved in enhancing pupils' listening abilities. This study's nature was collaborative action, using English teachers as collaborators and the researcher himself. In addition, joint action research aimed to improve teaching and learning quality.

In this study, there are four stages to the procedure: (1) planning action, (2) implementation of action, (3) observation and (4) reflection. At stage action planning, researchers collaborate with collaborative teachers to planning actions, including: (1) determining Competency Standards and Basic competencies; (2) make a Learning Implementation Plan (RPP); (3) prepare learning materials; (4) determine the research technique; (5) allocate time.



Illustration 1. Concept of Kurt Lewin Action Mode

Based on figure above, the first thing to do is a planning something before carrying out the learning process, carry out acting in the learning process, make observing on actions that have been taken in the learning process, and reflecting on the results learning so that they can do more mature planning. These four stages are repeated every cycle.

1. Planning

In planning this researcher is going to prepared the lessong (RPP), media, and research instrument. There are 3 cycles in this study, and each cycle has 2 meetings. And 1 RPP in 2 meeting.

2. Action

This research will be implement in English subject in class 2 Muadalah Ulya Blokagung, Tegalsari, Banyuwangi by using English songs in improving listening skill. In this study, researchers used 1 song in 3 cycles and also used song with the theme of life with slow song types.

3. Observation

The obseravtionn will be done at the same as the learning processby using the observation sheet which was provided by the

researcher.

4. Reflection

Reflecting is going to be done by reviewing and summarizing the result of observation, analyzing the action and notes taken by the researcher during the research process.

Table 2: Listening Rubric Assessment by iRubric

	Poor 1 pts	Fair 2 pts	Good 3 pts
Listening Process	<p>Poor</p> <p>Student is having a hard time receiving, attending, and assigning meaning to words spoken.</p>	<p>Fair</p> <p>Student is receiving information, but is having a hard time attending to it and assigning meaning.</p>	<p>Good</p> <p>Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.</p>
Listening Types	<p>Poor</p> <p>Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.</p>	<p>Fair</p> <p>Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.</p>	<p>Good</p> <p>Student is fully engaged in listening in everything that's being taught and said.</p>
Remembering Info.	<p>Poor</p> <p>Student is struggling to remember what was said or taught because of their lack of listening strategies.</p>	<p>Fair</p> <p>Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.</p>	<p>Good</p> <p>Student listens critically, therefore is able to evaluate and comprehend all information.</p>

Data Validity Technique

The researcher employed five types of validity to ensure that the data was accurate. This study's data validity was determined by Burns (1999: 161). Democratic validity, result validity, catalytic validity, process validity, and dialogic validity are the five types of validity. To determine the democratic validity of this study, the researcher interviewed students and addressed the topic with the teacher. The researcher watched classroom activity, interviewed the teacher and students, and had a discussion with the teacher to determine process validity. To determine the catalytic validity, the researcher polled students and teachers after the actions were completed. The researcher asked the English teacher to participate as an observer during the action's execution to ensure dialogic validity. Last but not least, outcome validity. To achieve outcome validity, the researcher had to not only answer the problem, but also design new research questions.

Meanwhile, field notes, tests, interview transcripts, and other records would be given to increase the data's dependability. To gain the trustworthiness, the researcher used triangulation. According to Burns (1999: According to 163,

the goal of triangulation is to collect multiple views on the situation under investigation. Burns also mentions that triangulation can be done in four different ways. Those are explained as follows:

1. Time triangulation: data were collected at one point in time.
2. Space triangulation: data were collected across different subgroups of people.
3. Investigator triangulation: The same research setting was used by more than one observer.
4. Theoretical triangulation: The data was examined from a variety of angles.

Data Analysis Techniques

This Classroom Action research (CAR) data is analyzed by looking at general trends, besides that, quantitative analysis with percentages is also used, with the formula:

$$X = \frac{N_x}{n} 100\%$$

Description:

X = Total percentage

N = Total group value

n = Total maximum value

100% = constant number

(Sudjana N, 2004)

Finding and Discussion

This research is classroom action research (CAR). Classroom action research (CAR) is considered suitable and effective because this research is focused on learning problems that arise in the classroom, this research is also carried out to improve learning problems and improve the teaching and learning process in the classroom. Class action research (CAR) is easy for teachers to do because it does not require comparisons to learning models and while carrying out the teaching and learning process the teacher can also conduct research on

problems in the classroom.

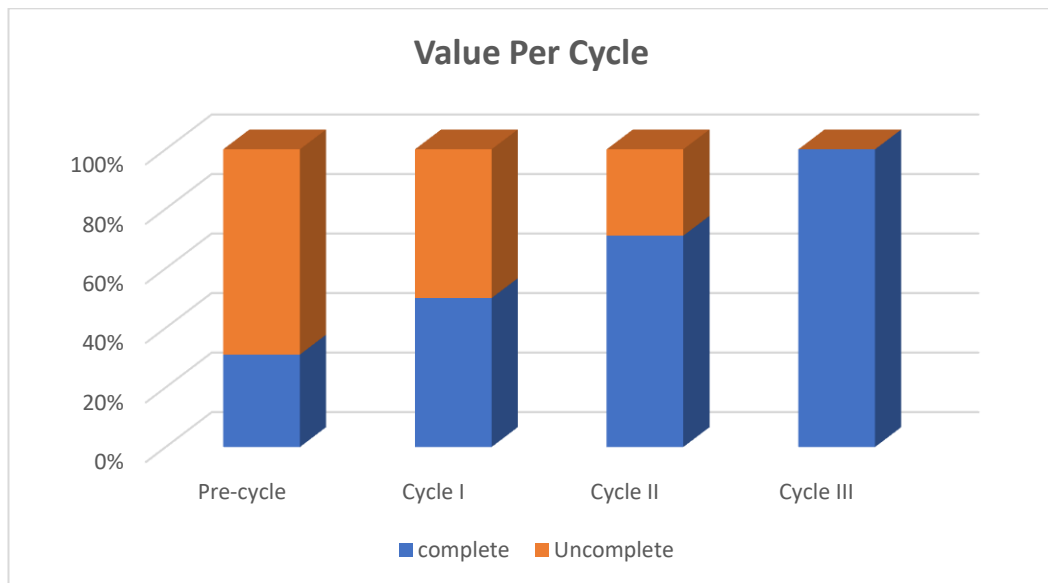
This Classroom Action Research was conducted in grade 2 of SPM Ulya PP. Darussalam, Blokagung, Tegalsari, Banyuwangi. SPM Ulya is an abbreviation of the Mudalam Ulya Education Unit which is equivalent to a high school level. This classroom action research was conducted in 2 cycles to determine how to increase activity through the Process Skills Approach in learning English for grade 2 students of SPM Ulya Blokagung, Tegalsari, Banyuwangi. Based on the research carried out, starting from the examination of the initial study stage to the second cycle, the following data were obtained:

Looking at the results of actions in cycles I and II as described above can be described by researchers can describe the results per cycle. Student learning outcomes increased with each cycle where in the pre- cycle using the listening method by playing a song of completion only 3 students or 11% with an average score of 61.1 after the method used was slightly changed to be more interesting, students who completed in cycle I to 16 students or 68% with an average score of 71.1 and improved again in the second cycle of completion has reached 29 students or 100% with an average score of 80.71 more clearly can be seen in the the following table:

Table 4.4
Comparison of Pre-cycle, Cycle I and Cycle II, Cycle III
Student Learning Outcomes

Value	Pre-cycle		Cycle I		Cycle II		Cycle III	
	Student	%	Student	%	Student	%	Student	%
90-100	0	0%	0	0%	4	15%	4	15%
70-89	0	0%	4	15%	13	43%	13	43%
50-69	3	11%	13	43%	10	35%	12	42%
30-49	6	21%	10	35%	2	7%	0	0%
10-29	20	68%	2	7%	0	0%	0	0%

4.5 Diagram of Score



These results show what teachers do in the implementation of song methods in English listening material subjects in the 2nd grade of SPM Ulya Blokagung Tegalsari Banyuwangi semester 2 of the 2021/2022 school year has improved student learning outcomes or made students able to understand the materials taught. The table above proves that with some of the actions taken by teachers, especially in guiding students and motivating to be active, there is an increase in the activeness of learning and student learning outcomes in English subjects listening materials in the 2nd grade of SPM Ulya Blokagung Tegalsari Banyuwangi semester 2nd semester of the 2021/2022 school year at the desired level of completion and can increase student learning motivation as planned.

The use of English songs to improve students' listening skills in English lessons can attract students' attention. Therefore, this learning model is sometimes applied by subject teacher. Students are very fond of new things, therefore researchers see many students who are happy and enthusiastic in teaching and learning activities later after researchers use English songs to improve students' listening skills in English lessons.

Conclusion

The conclusion of this research that was conducted in class 2 SPM Ulya Blokagung Tegalsari Banyuwangi, and from data obtained after researchers used English songs in improving student listening skills in class 2 SPM Ulya Blokagung Tegalsari Banyuwangi semester 2 for the 2021/2022 academic year has improved learning outcomes students or make students able to understand the material being taught. The researcher concludes that by seeing the results of the actions in cycles I and II as described in the table in the previous chapter, the researcher can describe the results per cycle.

Student learning outcomes increase in each cycle wherein the pre-cycle that uses the listening method by playing a mastery song only 3 students or 11% with an average value of 61.1 after the method used is slightly changed to be more interesting, students who complete the first cycle become 17 students or 68% with an average score of 71.1 and improved again in the second cycle, completeness has reached 27 students or 93% with an average value of 80.71.

The explanation above proves that, with several actions taken by the teacher, especially in guiding students and motivating them to be active, there will be an increase in learning activity and student learning outcomes in English listening material in class 2 SPM Ulya Blokagung Tegalsari Banyuwangi semester 2 for the 2021 academic year. 2022 at the desired level of completeness and can increase student learning motivations as planned.

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