

THE USE OF POPULAR SONGS TO IMPROVE THE NARRATIVE TEXT LISTENING SKILL OF THE TENTH GRADERS OF SMA TARAKANITA MAGELANG IN THE SCHOOL YEAR 2018/2019

Aldino Anjas Bagaskara
English Department, Faculty of Education and Teachers Training, Universitas Tidar
IndonesiaIndonesia
aldinoanjas@gmail.com

Abstract

Listening is one of the four language skills that is taught in junior and senior high school. However, the students' listening skill is still far from the learning target. There are two objectives of this research. First, it is to know how great can the use of Popular Songs can improve students' learning motivation of narrative text listening skill of the tenth graders of SMA Tarakanita Magelang in the school year 2018/2019. Second, it is to know how great is the improvement of using Popular Songs in teaching students' listening skill of narrative text of the tenth graders of SMA Tarakanita Magelang in the school year 2018/2019. The writer conducted a classroom action research. The writer took class X IPS of SMA Tarakanita Magelang as the subject of the research. The writer found that the use of popular songs can increase the students' learning motivation. The observation percentage in Pre-Cycle is 55% and it becomes 88% in Cycle II. The total improvement is 33%. The use of Popular Songs also makes improvement in listening test. In Pre-Cycle test, the average score of listening narrative text is 59.4. After the writer applied popular songs, the students' average score in Cycle I is 63 while in Cycle II it reaches 81. The improvement from Pre Cycle test to Cycle I test is 4 points, and from Cycle I test to Cycle II test is 18 points. Overall the total improvement from Pre-cycle test to Cycle II test is 22 points. Based on the above explanation, the writer concludes that the use of popular songs can improve the learning motivation of the narrative text listening skill.

Keywords: popular songs, narrative text, learning motivation

Introduction

English has been an international language for a long time, for that reason, Indonesian government realizes that learning English is an important thing to make its human resources more capable to face the international world. The government prepared its people to be capable on speaking English fluently since elementary school. Based on that consideration, English is the most important foreign language that Indonesian need to communicate in this era. Basically, English has four skills they are, listening, speaking, reading, and writing that should be mastered by Indonesian to communicate in English.

Popular songs is one of the media that can be used by the learners. They can search the songs wherever they are such as on the shopping centre or privately on their own house. They must have a lot collection of songs that are popular in their smartphone or physical release such as CD, cassette, or even a vinyl. Therefore, it is possible for them to get along with the popular songs if it is brought to the classroom.



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

When the students relax, they are also more attentive than usual, and therefore, more receptive to learning. Songs are important teaching media in teaching EFL because most teachers find out, students love listening to music in the language class. Students often hold strong views about music and students who are usually quite can become very talkative when discussing it. Popular songs will attract the learners in developing their listening skill. They will listen carefully but fun in the same time because they listen to something that they like and they use to listen in daily life. The reason is only to help students improving their discourse competency in fun way. The song itself may have a lot of variation in speaking rate by the singer, the students still have nice feeling by listening to the song that are familiar with them.

Based on the background, the writer is interested in conducting a research on the use of popular songs as a media to teach listening skill. Furthermore, the focus of this study is “The Use of Popular Songs to Improve the Narrative Text Listening Skill of the Tenth Graders of SMA Tarakanita Magelang in School Year 2018/2019.”

Methodology

The research was a classroom action research (CAR). This research divided into three phases, they are; Pre-Cycle, Cycle I, and Cycle II.

The subject of this research was the students of X IPS 1 of SMA Takanita Magelang in the school year 2018/2019. The writer also collaborated with the teacher of X IPS, CME Kristianti, S. Pd.

To calculate the percentage of score the writer used the following formula :

$$M = \frac{SS}{R}$$

Explanations :

M =Mean

SS =Sum respondents' scores

R =Number of respondents

Findings and Discussion

The Result of Pre-Cycle Reading Test

The average score of Pre-Cycle test is 59 while the standard score is 75. It shows the Pre-Cycle test has not reached the standard score. It belongs to fair category.

The Result of Cycle I Reading Test

The average score of Cycle I is 63. It belongs to fair category but not all of the students' score reached the standard score.

The Result of Cycle II Reading Test

The average score of Cycle II is 81. This result shows that the teaching learning process in this Cycle is greater than Cycle I. The result of listening test in all cycles can be seen in the diagram below.



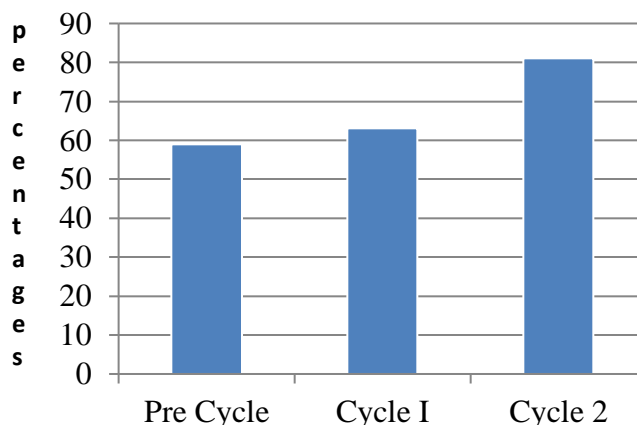


Figure 1 The Improvement of All Cycles

The Result of Observation in All Cycles

In Pre-Cycle, the mean of motivation in learning English just reached 42%. Then, for the Cycle I increased to 58%. While for the Cycle II have reached 76%. It can be seen on the table below.

Table 1. The Result of Observation All Cycles

No.	Motivation Types	Observation Focus	Pre Cycle	Cycle I	Cycle II
1.	The motivation of students to listen to the teachers' explanation	1. The students give attention to the teacher's explanation	79%	90%	90%
		2. The students ask something about the material	0%	26%	53%
		3. The students comment about the material	0%	0%	53%
		4. The students answer the teacher's questions	8%	13%	66%
		5. The students make notes	59%	79%	84%
2.	The motivations of students during narrative text reading learning process	1. The students have spirit in the learning process	79%	92%	95%
		2. The students involved in the learning process	84%	100%	100%
		3. The students discuss the narrative text reading in class	5%	13%	53%
3.	The motivation of students to do the assignment was given by the teacher	1. The students can do the assignment of reading narrative text.	61%	87%	90%
		2. The students can finish the assignment within a given time	53%	79%	82%
SUM			42.2 %	57.9%	76.6%
Category			Very Low	Low	High



The Result of Questionnaire in All Cycles

Questionnaire was given to the students from Pre-Cycle until Cycle II during the teaching learning activity. The result of the questionnaire can be seen on the table below.

Table 2 The Result of Observation in Pre Cycle

No	Statement	Yes	No
1.	Do you like learning English?	23	5
2.	Do you think that listening is important?	25	3
3.	Do you think that listening English is difficult?	18	10
4.	Does your teacher explain the material clearly?	20	8
5.	Can you understand the teacher's explanation well?	20	8
6.	Are you bored with the teacher's explanation?	9	19
7.	Is the material easy to understand?	19	9
8.	Do you like your teacher's technique?	22	6
9.	Do you feel that your teacher's technique can improve your listening skill?	20	8

Table 3 The Result of Observation in Cycle I and Cycle II

No.	Questions	Cycle I		Cycle II	
		Yes	No	Yes	No
1.	Do you like learning English?	25	3	25	3
2.	Do you think that listening is important?	26	2	25	3
3.	Do you think that listening English text is difficult?	19	9	14	14
4.	Does your teacher explains the material clearly?	23	5	23	5
5.	Can you understand the teacher's explanation well?	23	5	24	4
6.	Are you bored with the teacher's explanation?	10	18	9	19
7.	Is it the material easy to understand?	22	6	24	4
8.	Do you like Popular Song?	24	4	26	2
9.	Do you feel that this technique can improve your listening skill?	22	6	26	2
10.	Do you have high motivation after the teacher uses Popular Songs?	26	2	26	2

The result made the writer felt satisfied because the mean of score of Cycle 2 test reached 82. The improvement of reading test from Pre Cycle to Cycle I is 4 points. The total improvement from Pre Cycle to Cycle II is 22 points.

Conclusions

Based on the result of the analysis of the data in Pre – Cycle, Cycle I, and Cycle II test, the writer concluded two points. First, the use of Popular Songs can improve students' learning motivation of narrative text listening skill of the tenth graders of SMA Tarakanita Magelang in the school year 2018/2019. The students had better motivation and participation in narrative text reading skill. It also can be categorized high motivation with the total improvement from Pre Cycle to Cycle II which is 25%. Second, the improvement of using Popular Songs in teaching students' listening skill of narrative text of the tenth grade of SMA Tarakanita Magelang in the school year 2018/2019 is great. The total improvement from Pre Cycle to Cycle II is 30%. The average score of Cycle II test is 96. It can be categorized as very good category



and reached the minimum standard minimum score for English in SMA Tarakanita Magelang which is 75.

References

- Adawiyah, A. (2017). *The effectiveness of popular songs in improving students' listening skill*. Skripsi Universitas Islam Negeri Syarif Hidayatullah.
- Anderson, A. & Lynch, T. (2003). *Listening*. Oxford: Oxford University Press.
- Bennet, A. (2001). *Culture of popular music*. Buckingham Open University Press.

