

## CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the writer described the findings and discussed more about the findings in this research. The data were taken by the observation during the English song implemented in teaching listening comprehension and interview in English teacher and some of students. The findings and discussions were divided into two themes those were implementing English song in teaching listening and students' Improvement in listening comprehension after being taught by English song. The more discussion about that was as follow:

### A. Research Result

#### 1. Overview of MTs Matholibul Ulum Lebak Pakis Aji Jepara

Matholibul Ulum lebak is the name of an Arabic school founded by K. Muhtadi Almaghfurlahu in 1948 and is also the name of a foundation. In accordance with the development of the Arabic school, it was changed to Madrasah Tsanawiyah (MTs) in 1985 with the first head of MTs Matholibul Ulum Mr. Achmad Suroto and continued by the head of the second Madrasah, namely Mr. H. A. Mastur, and continued by the head of Madrasah namely Mr. H. Zadi, S.Ag. M.Pd.I Until now. The development of education continues, Tarbiyatul Athfal II was established in 1991 by Muslimat, in 1992 was born Madrasah Ibtida'iyah II (MI) which was released by Mr. Jumadi AM, then established Raudatul Athfal I (RA) in 2002 and Al-Qur'an Education Park (TPQ) in 2004 by Mr. Zadi, S.Ag. M.Pd.I because it is a community need to complete sustainable educational facilities, Islamic education foundation 1 Matholibul Ulum in 2009 founded Madrasah Aliyah (MA).<sup>1</sup>

The Matholibul Ulum foundation is the only Islamic Educational Institution in Lebak, regarding its role, it is honestly recognized by the Lebak Community and it is surroundings in Jepara that this Foundation has contributed greatly in developing the Quality of Human Resources (HR) of the children of the nation, because the Matholibul Ulum Foundation has managed several Islamic Educational Institutions including Raudatul Athfal (RA), Madrasah Ibtida'iyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA). In

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<sup>1</sup> Documentation of the profile of MTs Matholibul Ulum Lebak Pakis Aji, Quote on Februari 2. 2022

shaping the personality of the community and as a preserver of Islamic values and norms.

**2. Curriculum 2013**

The 2013 educational program is another educational plan in Indonesia and started to be carried out in 2013/2014. This educational program is an improvement of the current educational program, both the Competency-Based Curriculum which was spearheaded in 2004, and the Education Unit Level Curriculum in 2006. The main thing that is the accent of the 2013 Curriculum is the improvement and equilibrium of delicate abilities and hard abilities.<sup>2</sup> It incorporates parts of demeanor, capability, abilities, and information. Law no. 2 of 1989 expresses that the educational plan involves a focal position.<sup>3</sup>

There are different variables identified with the execution of the 2013 Curriculum which are the purposes behind fostering the educational program, for example, future difficulties and different negative wonders that happen in the public eye. Future difficulties are planned so that understudies should be ready with science and innovation as well as qualified abilities as a plan to make progress later on. In the interim, different negative wonders in the public eye are deciphered as conduct shown by people of more youthful age and understudies who are a long way from honorable ethics, like battles between understudies, drugs, defilement, copyright infringement, test cheating, and other social turmoil.<sup>4</sup>

The 2013 educational program requests an equilibrium in parts of demeanor, information, and abilities so schooling can deliver understudies who will later become individuals with respectable personalities, valuable to the country and people, and dominant people. This can be demonstrated by the improvement of Graduate Competency Standards (SKL), to be specific, Competency Standards in the KTSP educational program to become Core Competencies in the 2013 educational program.

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<sup>2</sup> M. Fadhillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Yogyakarta: Ar-Ruzz Media, 2014),

<sup>3</sup> M. Fadhillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran.....*

<sup>4</sup> M. Fadhillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran.....*

### 3. Implementing English Song in teaching listening

The implementing English song in teaching listening was done in three meetings. There were three steps in implementing English song in teaching listening including pre-activity, main activity and post-activity. Before the English teacher applied the method in classroom, the teacher prepared the media needs, English song and other's needs. As result in interview the English teacher explained what she prepared before teaching listening.

The following is a statement by one of English teacher named "Mr. Muhyiddin". He explained how she prepared before giving listening using English Song, and what tools are used as teaching English :

*"The first thing that I have to prepare is to choose the song used for listening, because not just any song can be used in class. Besides that, I also prepare missing lyrics for later for the listening process. Then, it is maybe teaching media such as power point, sound, projector, that's all."*<sup>5</sup>

She also explained, what are the criteria for the songs that will be given to students. And what are the tools that help the teacher to convey materials :

*"The songs that I prepared were of course familiar to students. because a foreign song will make it difficult for students to understand the song. Furthermore, media that supports the learning process such as projectors, sound and missing lyrics."*<sup>6</sup>

There were many things that had to prepare by the English teacher before teaching using English song. In interview above, she explained that she prepared media learning such as power point, sound, LCD projector, and missing lyric in paper. Then, she also explained that the first thing should be prepared was choosing English song. The song that chosen was the familiar song. Because it could make them interesting in learning it. In this term, the English teacher should choose the English song that was appropriate for eight grades. It meant that the selected song had to meet the basic competence criteria of the eighth grade.

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<sup>5</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>6</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

This was also expressed by the English teacher in the interview. She also explained the reason, why she choose that song. What are the meaning in the song :

*“On this occasion I chose the song because in the song it contains a good meaning or the value of the meaning of the song is very educational. In addition, the grammar and vocabulary used also do not make it difficult for students, in other words it is common for them. Then in the song the intonation is also slow, so the students can listen well.”*<sup>7</sup>

The teacher “Mr. Muhyiddin” explained why she choose the song :

*“I also choose a song that has a good meaning because with that meaning a lesson can be taken for them. Besides that the lyric that choice is also not difficult for them. It also must have good intonation and pronunciation.”*<sup>8</sup>

In the interview, the English teacher explained that the song selected was because the song had good values. It meant that the students got learning after knowing the meaning of the song. Besides that, she also explained that the song had good grammar and easy vocabularies. So, it was appropriate for students especially in junior high school who were young English learner. If the song given was easy for students, it could make them motivated in learning listening English. The other reason for choosing the song was on intonation of the song which had low intonation. Then, it made the students more easily to listening word by word. While the students’ respond about the song used by the teacher was as follow:

The following is a statement from a one of students of MTs Matholibul Ulum Lebak. Her name is “Ariska Putri”. She explained how she feel after during learning English by listening Using Eling song:

*“I am very interested in listening to the song, especially when it is used in class because I have heard the song*

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<sup>7</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>8</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

*many times. I think my friends have same feeling with me*<sup>9</sup>

By seeing of the students' respond, the students felt that the song was interesting because they often heard the song. So they felt common with the song. It was good for students' listening because they had stimulated before the song used in class.

In applying the method, it showed that the English teacher applied the method well. It was seen from the activities in classroom. In pre-activity, the English teacher brainstormed the students by showing the video song clip. Then, the English teacher also asked some direct questions about the song. In this activity, the students felt happy when the class started by showing the video. It was a good stimulus for the students before the learning begins.

In main activity, the English teacher started the main activity by giving instruction what the students did in the class. Then, the English teacher also gave trick in listening English song. After the students understood the role in learning process using English song, the English teacher gave the missing lyric to every student. The song was played in three times while the students listened and complete the missing lyric. After listening three times, the English teacher played the song sentence by sentence and discussed about the answer and meaning about the song. In this activity, the English teacher firstly asked to the students then discuss together. The students were also enthusiast in this discussion. By seeing the condition in main activity, the method was applied well. The students' respond about the method and students' improvement in listening skill also well.

In post-activity, the English teacher gave reflection about the learning. She also asked the students to study more about vocabularies and prepare for next meeting because next meeting the English teacher would like to give listening text using English song. There were also some obstacles faced by the English teacher during implementing English song. The obstacles faced also varied.

The English teacher "Mr. Muhyiddin" said that there were some obstacles in learning listening using English Song.

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<sup>9</sup> Ariska Putri, Students of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

Especially about technic of tools, like a speaker error, power outage. :

*“The problem that I face during the implementation of the English song that it was only technically related, such as a power outage, speaker errors and that's all. Another obstacle may be to condition students who are a bit stubborn, often they do not want to listen directly but cheat on their next door friend.”<sup>10</sup>*

The teacher “Mr. Muhyiddin” also conveyed some problems, like a power failur, speaker problems that makes difficult to control the condition of students :

*“There are problems that I face in the application process such as power failure and speaker problems. The next is about the condition of students who are sometimes difficult to condition.”<sup>11</sup>*

On the interview above, it could be expressed that the English teacher faced some obstacles during the implementing English song. The first obstacle faced was technic of implementing. The first obstacle faced was about technical problems such as broken speakers or power outages and the electricity off. It would annoy that it was in implementing the method. The second obstacle was the unconditioned students who cheated on their friends. Beside that, the condition of students that were sometimes difficult to condition. It made the teacher could not know the improvement experienced by the students because the learning outcomes were not the original results of the students.

There were also some reasons why English song implemented in teaching listening was because the English teacher thought that English song was effective method. It could be seen from the result in interview below:

The English teacher “Mr.Muhyiddin giving opinion about what are the advantages of learning to use the listening method. He also conveyed the reasons why using the listening learning method :

*“In my opinion, English songs are an effective method for learning listening. That is because songs can create a*

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<sup>10</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>11</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

*fun and different atmosphere in class compared to just listening conversions. Many students feel bored when listening to conversations. So it should look for ways that attract the attention of students in learning listening.*"<sup>12</sup>

The English teacher "Mr. Muhyiddin" explained the differences before and after he giving learning English using English song. How do students respond to the learning listening using English song :

*"The differences are very diverse. The response of students is more enthusiastic and happy when listening to songs, the conditions in the class are also conducive and the children feel comfortable during lessons."*<sup>13</sup>

Based on the interview above, it could be drawn that the students felt bored in listening when the English teacher gave listening conversation. The teacher taught if there was a need for a different atmosphere in the class, especially in learning listening. It was necessary in order to increase the motivation of students in learning listening. In addition, the selection of English song as a learning method for listening skills was because the teacher believed that songs could make the classroom atmosphere fun and one of the effective methods. By a pleasant atmosphere would automatically increase the interest of students in learning to listen. So, there were differences between before and after learning using English song. The same thing was also expressed by students who had the opportunity to be interviewed by researchers.

One of students named "Ariska putri" giving commented on listening learning using English song. She feel happy and enjoyed all the time.

*"I feel happy when the class is given listening English songs, because we can listen to songs and sing while making the class lively and not boring"*<sup>14</sup>

One of students, named "Fajrin Diana Putri" giving commented about hoew she feel. She feel happy and interested :

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<sup>12</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>13</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

<sup>14</sup> Ariska Putri, Students of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

*“I feel happy and interested in listening to music.”<sup>15</sup>*

One of student, named “Afrizal Muhammad” given an opinion. He feel a specific change in the atmosphere of the class. He feel the class is more fun and he easy to listen word for word :

*“I feel a specific change is in the atmosphere of the class, the class is more fun besides that we are also easy to listen word for word”<sup>16</sup>*

Related to students’ response above, they showed that they were interested in learning listening using English song. They also explained that the class was fun when the teacher gave English song for listening because they could listen and song together in class. It meant that English song method was effective method for being implemented in learning listening because it could made students interesting and felt fun in learning process.

The data was also supported by the result in observation that showed if the students felt happy and enjoy in listening English song. They also paid attention during the learning process. It demonstrated that they were conducive in classroom. They also paid attention when the English teacher explained the material and rule of listening English song. Besides that, they also responded the teacher well. It could be seen that some of the students always answered if the students asked questions. So in classroom, the students looked at having good spirit and enthusiastic, when the English teacher used English song as learning method

#### **4. Students’ Improvement in listening comprehension after being taught by English song**

The second finding in this research was on students’ improvement in listening comprehension after being taught by English song. The students’ improvement could be seen from the students’ attitude and students’ listening score.

By seeing in the form of students’ score in listening skill it could be seen from the interview with the English teacher and students. It also supported by the archive of the students’ score in eight grade of Matholibul Ulum Lebak Jeapara. Below was the result of interview.

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<sup>15</sup> Fajrin Diana Putri, Students of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

<sup>16</sup> Afrizal Muhammad, Students of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022



The English teacher named “Nur Hidayah” said that her students get more correct answer. The score of students get increase signifikan :

*“For my score there is an increase that initially I am only right 3,4 or 5 now I get more correct answers than that so my score also increase. It often happens for friends as well as I increase even though there is still the same as the previous value.”<sup>17</sup>*

The English teacher named “Mr. Muhyiddin” said that the students get increase in the score of English. There many students who are unable to work. :

*“Of course, there is an increase in the value of students after being taught to use English songs. In the past, there are many students who are unable to work, now they can. In addition, there are also many students who do not achieve the KKM score.”<sup>18</sup>*

“Mr. Muhyiddin” explained there are 3 students who do not reach the KKM score :

*“The average for grade 8 is initially 76 with information that many have not reached the KKM. Now 82 with information that there are only 3 students who do not reach the KKM score.”<sup>19</sup>*

Based on the result of interview above, it could be seen that the students’ score in listening skill improved after being taught using English song. It could be seen from the students’ respond. The student explained that she got improvement on listening’s score. She also explained that their friends also had same improvement on their listening’s score. Besides that, the students also had same answered where there was students’ improvement in listening score. The English teacher explained that before English song implemented in listening class, the students had less vocabularies. Their score also was low. It meant English song could change the students in listening comprehension.

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<sup>17</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

<sup>18</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>19</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

By seeing the average before and after giving English song, there were significant different in both score. On interview, it could be known that the students' average score before the method applied was 76 and there were some students who did not pass the KKM. While in post giving the method, students' average score was 82 and there were three students who did not pass the KKM. It was significant improvement got by the students in listening skill.

Besides good score, there was also another thing that was got by the students after being taught using English song.

The student named "Afrizal Muhammad" giving commented. He explained that he got a lot of new vocabulary, and he can sing a English song that he cannot before :

*"I get a lot of new vocabulary, besides that I can also sing English songs that I cannot before"*<sup>20</sup>

The English teacher named "Mr. Muhyiddin" said that was improvements of students. After learning using English song, are mainly in their vocabulary and also increase the grades of students :

*"The was improvement of students, of course, after learning to use English, many songs are mainly in their vocabulary and also increase their grades"*<sup>21</sup>

The English teacher named "Nur Hidayah" explained after learning listening using English song. Many students can improve either in their ability both in terms of their ability of understanding the material or english score. That mean that students get motivated in learning English:

*"After the learning process, many students can improve either in their ability both in terms of their ability of understanding the material or also their English scores. It is of course can motivate them in learning English."*<sup>22</sup>

Besides score improvement, the students also got significant improvement in vocabulary mastery. If the students had many vocabularies, it could make the students easily in completing the missing lyric or listening exercise. It also could motivate them in

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<sup>20</sup> Afrizal Muhammad, Students of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

<sup>21</sup> Mr. Muhyiddin, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 8<sup>th</sup> February 2022

<sup>22</sup> Nur Hidayah, English teacher of MTs Matholibul Ulum Lebak Jepara, interview on 10<sup>th</sup> February 2022

learning English. Besides that, the vocabularies that they got also could be used in other skills like speaking and writing. In summarized the English song method was effective method in improving students' listening skill and it gave many benefit in learning English.

## **B. Discussion**

Based on the findings above, this section was discussion part of findings. As the objective of this research that was to know students' developing in listening comprehension through the English song in eighth students of MTs Matholibul Ulum Lebak Jeparu in Academic Year of 2021/2022, the researcher observed the implementing of English song. The English song was one of the methods that the teachers used to develop students' listening skill. The result from interviewed proved that the English teachers explained English songs was effective method for listening. It was directly explained by Siti Muarifah in interview session.

In her opinion, English song was effective method to be used in teaching listening skill. It was because English song changed the class more fun and active. By implementing English song, it made the students not bored in listening class then make them active. It was necessary in order to increase the motivation of students in learning listening. In addition, the selection of English song as a learning method for listening skills was because the teacher believed that songs could make the classroom atmosphere fun and one of the effective methods. By a pleasant atmosphere would automatically increase the interest of students in learning to listen. So, there were differences between before and after learning using English song. The same thing was also expressed by students who had the opportunity to be interviewed by researchers.

It supported by argument from Listiyaningsih that explained one of the more effective methods for listening skill is English song. The effectivity of English song in listening skill was proved in her research. The result of her research showed that English song can help students wants to know the content of the song. So, when listening to the song, someone is not only listened, but also want to know its contents and with a sense of curiosity that, then someone who listening to English song will try to find the meaning of vocabulary words in the song. According to the informant, the English songs that suitable to train the ability to listen is an English

song for the song you like, then someone will surely be happy to learn to train the ability to listen.<sup>23</sup>

The result of this research also showed that English song developed the students' listening skill in MTs Matholibul Ulum Lebak Jepara. The students' developing in listening skill did not only on the score but also in indicators of listening like vocabularies, pronunciation, and others. From the interview and observation, the researcher found that the students' vocabularies also increased after being thought by using English song. Their score also showed the differences. It meant that English song could develop the students' listening comprehension including mastery of vocabularies and pronunciation.

It also supported by research from Solihat & Utami, they argued that English song can improve ability in listening because people are accustomed to listening. When listen English songs, the listener will be familiar to listen to unfamiliar vocabulary. According to the first informant, the English songs that suitable to train the ability in listening is song that slow in English pronunciation and quiet songs because listeners will be easier to understand and can know the spoken vocabulary. The first informant also said that in listening English songs, someone will be able to know how the pronunciation of English vocabulary correctly because the singer who singing is native speaker, beside that the listener also can know the linking sound of the word.<sup>24</sup>

Pham also explained that listening English song can improve the pronunciation of words in English language. The way to improve the pronunciation is when listen to English song, someone can imitate the pronunciation of the word of English that said in the song. So, people who listen to the English song can learn about pronunciation from the word of song that heard. The other way to learn pronunciation from listening English song is the listener write the word that said in the song, after that the listener search the right pronunciation word that written in dictionary and said the

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<sup>23</sup> Listiyaningsih, T. (2017). The influence of listening English song to improve listening skill in listening class. *Academica: Journal of Multidisciplinary Studies*, 1(1), 35-49.

<sup>24</sup> Solihat, D., & Utami, P. L. (2014). IMPROVING STUDENTS' LISTENING SKILL BY USING ENGLISH SONGS. *English Review: Journal of English Education*, 3(1), 81-90.

pronunciation like in the dictionary said, it can help to learn the pronunciation.<sup>25</sup>

Similar with Pham, Arevalo on his research was also explained that people who listening English music can get the better score in pronunciation than before they do not learn the pronunciation through listening to English music. Before learning the pronunciation using song, the score that they get in speaking test in pronunciation aspect is medium or intermediate, but after learning the pronunciation through listening to English song, the score that get in speaking test in pronunciation aspect is better.<sup>26</sup>

Different with arguments above, Rahbar & Khodabakhsh argued that listeners who listen the English song, they will improve mastery vocabulary because they get more vocabularies from the song that hear. The first informant said that when listen English songs, the listener will be familiar to listen to unfamiliar vocabulary. When listen to English song, there are many vocabularies that can get by listener. Vocabulary in English have many synonyms and if listener did not know the synonym of word, they will be difficult to catch the purpose of meaning that said by speaker.<sup>27</sup> Putri, Bunau & Rezeki found result of this research that English songs improved students' listening skill by Filling in the blank song lyrics. The students' individual score in listening also improved in teaching learning process. From this result, it can be concluded that students' listening taught by English songs had improved. In another word, this media can help students in listening.<sup>28</sup>

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<sup>25</sup> Pham, D. T. T. (2021). The effects of Audiovisual Media on Students' Listening Skills. *International Journal of TESOL & Education*, 1(1), 13-21.

<sup>26</sup> Arevalo, E. A. R. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de lingüística hispánica*, (15), 121-138.

<sup>27</sup> Rahbar, S., & Khodabakhsh, S. (2013). English songs as an effective asset to improve listening comprehension ability; evidence from Iranian EFL Learners. *International Journal of Applied Linguistics and English Literature*, 2(6), 63-66

<sup>28</sup> Putri, C. M., Bunau, E., & Rezeki, Y. S. (2018). Using English songs in improving listening skill. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(5).