

Students' Voice of Listening Activities Using English Popular Songs

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Abstract. Listening is one of the skills in learning English. The 11th grade students of IPA 1 SMA N 15 Semarang had low ability in listening. Therefore, this research was done in order to know the response of the 11th grade students of IPA 1 SMA Negeri 15 Semarang in English learning by doing listening a song as the media. The object of this research is the 11th grade students of IPA 1 SMA Negeri 15, Semarang. It is a descriptive qualitative study which employed observation and interview. The results showed that the 11th grade students of IPA 1 SMA Negeri 15 Semarang like to do listening activities, but they still had less exercises in listening to songs or watching English movies.

Keywords: voice; listening; English popular song

INTRODUCTION

Listening is one of the language skills that is very important for all of us, because by listening we can communicate with others. In addition to listening skills, in the language needed three other aspects are reading, speaking, and writing. English one of the subjects where listening is one of the skills that must be mastered, because in the study of English itself there is listening as a test or test material for the students. And in the class XI IPA 1 SMA Negeri 15 own listening ability each of the students are different, some are quite master listening and some are not at all able to capture the learning in the listening. There are some difficulties that cause students in the class XI IPA 1 SMA N 15 Semarang less caught or slow in listening (follow-up) are difficulties in communicating, difficulty understanding pronunciations, grammar or minimal will be vocabulary. Many students who remain unable to understand not even understand the word or sentence spoken in English verbally by his opponents so that the happening will be misunderstood (misunderstanding).

This happened to the students at XI IPA 1 SMA Negeri 15 Semarang. In general, they are difficult to understand English phrases or sentences. Their listening skills in English are still very lacking. In fact, listening is one of the important skill parts. Learning listening is not easy and often students ignore it. One of the factors affecting the listening process is the learning media. Effective and enjoyable learning Media will affect students in learning

to listen, students become comfortable when listening. And for some students in class XI IPA 1 SMA Negeri 15 Semarang, listening using songs is a fun thing. Because students can listen to songs while reading the lyrics, it can help students in understanding pronunciation, grammar, and add vocabulary, students can also enjoy the song. Field (2008:37) expressed his opinion about listening is an individual activity that requires the speaker to provide complete information and repeat the conversation so that listeners understand the DNA understands the purpose of being disclosed or told.

Literature Review

New English is the international language, the language used when communicating with foreign nationals from different countries. But there are some inhibitory factors in mastering English itself, one of which is about listening. Machackova (2009:15) explains there are several kinds of difficulties in learning English:

1. Cannot understand pronunciation (pronunciation),
2. Cannot control the speed of speaking speakers,
3. Unable to reiterate what has been heard,
4. Limitation of vocabulary,
5. Difficulty/failure in concentrating,
6. Difference shared knowledge that causes differences in interpretation,
7. Inability to understand signs (signpost words)
8. Limitations of accessing authentic materials in learning
9. Absence of visual elements that can help understanding

Based on the explanation above, we can see that there are many barriers or lack of focus so that making students do not listen to English lessons is a lack of understanding or do not understand what speakers have spoken. Many students also listen properly to what has been said but cannot give feedback because of the lack of vocabulary. But what is often encountered is that students cannot clearly understand what native speakers have said. Students can only hear vaguely because of differences in the way of speaking or different pronunciation.

Referring to a statement about the problems that students face in listening or hearing, it is necessary to understand from the beginning of learning about the meaning of listening or hearing clearly and systematically so that learning can be comfortable. In connection with the meaning of listening which is a way to understand what others are talking about, listening is also one of the learning that is in all languages, and listening is very important especially for English. Students can find out how to read and also pronunciation through listening. And one of the ways to develop students' English skills as well as improve student pronunciation is by listening. According to Gilakjani (2011) It reveals that listening is an activity that focuses on complex problem-solving matters whereby listeners interact with the speaker in establishing meaning in context that is appropriate to the experience and Ability. In a nutshell, listening is the ability to identify and understand what others are saying. In addition, listening is one of the skills required by a facilitator. Listening also hears to understand what others are saying with a serious process that cannot be done just by relying on custom, reflex, or instinct. In addition, Valsijevic (2010) stated that the community spent its time communicating through listening to as much as 45%. Therefore, the hearings have a gradual and systematic stage of the process in accordance with the opinions of Ronald and Roskelly quoted from Islam (2012) i.e. listening is an active activity involving the skills of predicting, guessing or making hypotheses, Checking,

revising and developing. From some of the above, it can be concluded that listening is a complex activity that involves many things and is an interaction between the initial knowledge and the response of new information received.

The response or response itself has meaning as an action to respond to what others are doing. In line with Kartono (2014:431) The response is an answer, especially one answer to the question or questionnaire or the opposite behavior, whether it is clearly visible or outward or hidden or distorted. According to Effendy (2000:318-319) The response is divided into three namely:

- a. Cognitive response (Opinion), which is a response that is directly related to the mind or reasoning, so that the audience who all do not know, who had not understood, who was once confused to be clear.
- b. Affective response (feelings), that is, a response related to a feeling or that happens suddenly when there is a change of what is perceived by the audience, such as feelings of delight, hate, and what is perceived by the audience.
- c. Conative response (behavior), which is a response that relates to intention, determination, effort, effort, which tends to be something of activity or action or behavior habits.

In conclusion, all of them have a close association with the particular listening in English language. Based on the background and theoretical studies above, the researchers formulate the research problems that is how students respond to listening in learning using songs?

METHOD

The method by which researchers apply in this study is a qualitative descriptive, which uses instrument interviews and observations. Qualitative research analyzes participants' views and responses with multi-strategies: interactive strategies such as direct observation, participatory observation, in-depth interviews, documents, complementary techniques such as photographs, Recordings etc. According to Moleong (2005:6) Research that understands the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistic, and by way of description in words and language, in a special context that is natural and by utilizing a variety of natural methods called qualitative research. In addition, qualitative research aims to understand, look for the meaning behind the data, to discover the truth, both sensual empirical truths, logical empirical, and logical empirical (Arikunto, 2002). From the above statement it can be concluded that qualitative research is conducted to describe and explain in detail the problems that are studied in a sequential and systematic manner.

FINDINGS AND DISCUSSION

From the results of the interview produced in 10 students from 36 students in the class XI IPA 1 SMA Negeri 15 Semarang. First, 6 of them stated that they loved the English language lessons. They say that English is one of the most important lessons for us. In addition, English is an international language that they have to master in order to compete

in this 4.0 era. The following researchers present the quote of one of the students Answer 2 (S2) to its favorite in English.

Researcher (R): *"Do you like study English?"*

Student 2 (S2): *"ehm yess I love it. If I watch tutorial in Youtube channel. It uses English and I must understand the meaning."*

Secondly, based on a question about liking in learning listening and listening to English popular songs, there are 4 out of 10 students answering them like learning listening in English language. The conclusion of the four students' answers is that they learn a lot about listening and training focus when listening is applied to English language learning. Furthermore, the students state that they can find out how to pronunciation the right pronunciation (the pronouncing) if the speaking is native to the speaker. The following researchers presented a quote of one of 4 students (S4) to learn listening with the popular song.

Researcher (R): *"Do you like to learn listening?"*

Student 4 (S4): *"I like it much, especially listening popular song such as; England, Australia, etc. Then the singer is native one. It's very amazing because I can spell and pronounce word in English one by one well."*

Thirdly, 8 from 10 students more love to listen English popular song because listening to English popular song is one of the effective way to support their skill in listening, and they can also see the lyrics to develop their vocabulary.

The following researchers presented the quote of one of the students 7 (S7) to the pleasure of learning listening with the popular song.

Researcher (R): *"Do you like to listen English popular songs?"*

Student 7 (S7): *"eee I like it, butif I listen and read the lyrics too, so I can comprehend what the song means."*

Fourth, the media of the song is not boring, and they love to use the media so that it can express the feeling well. The following researchers present a quote of one of 6 students (S6) about whether listening to the song is boring or not

Researcher (R): *"I want to ask you, are boring to listen English popular song?"*

Student 6 (S6): *"no, I like it if I listen more than one."*

Likewise, the researcher's question about listening is an effective way to improve pronunciation in English. Student number 6 out of 10 students choose that listening is an effective way to learn English. From the statement students can conclude that indirectly they are also required to listen in the process of listening itself, because not necessarily if their friend or even the teacher speaks or communicates in English, the friends and teachers have pronounced the correct pronunciation, there are times when they are wrong in the pronunciation. In addition, when learning listening is applied and the talking is native

speaker they can know how to correct pronunciation, because there are still a lot of words that they say wrong in the pronunciation. The following researchers present a quote of one of 9 students (S9) on an effective way to learn English by listening to English popular songs.

Research (R) : *“Based on your opinion, Does listen to English popular song is effective to develop your English skills?”*

Student 9 (S9) : *“as far as I know, it is always full effective and this is always done more than one in my spare time or weekend.”*

Furthermore, after an interview with several students, researchers also applied an observation/observation method to observe the students when English learning took place. This method is done to find out how students respond to English language learning using the song method. And after the research was held in the form of observations in the class XI IPA 1 SMA Negeri 15 Semarang, students are actively asked to study listening, but not listening. In the implementation of this listening, students are asked to listen to the audio and fill in the sentence of the house in the student worksheet. Students get three times the opportunity to listen to the audio. In the first opportunity, almost all students have not filled the sentence of the house in student worksheets, until the last chance there are still some students who have not filled the sentence of the hiatus. There are even some students who cheat their friends' work because the teacher asks students to read the results they have heard from the audio. Here we can see that the student is actively asked and also actively responds to questions given by the teacher in relation to what has been heard, but the students are less listening and less perceptive. As already discussed, this is due to the lack of vocabulary-controlled students and students feeling strangers when listening to speaking speakers, because of the different pronunciation between the speakers and what they often hear.

Students of XI IPA 1 SMA N 15 Semarang are very active in responding to English learning especially listening. In other words, there is a positive response from the students to the listening study with the popular song. This results in line with the research from Hadian, M (2015) and Arevalo (2010) stating that listening learning using the lyrics was given to students who were enthusiastic and eager to learn English. In addition, the teacher can make the English song media to listening to students for the student spirit to learn English, because if the students are happy, not depressed, and not in a bored state, students can better understand what has been learned. Listening using Songs is one of the most effective ways you can do it.

CONCLUSION

From the findings and results of the above research, it can be concluded that students of XI IPA 1 class at SMA N 15 Semarang like English language learning, and love listening in English language learning. Students XI IPA 1 SMA Negeri 15 Semarang is also actively asked and also actively responds to questions given by the teacher. However, the ability to listen to students XI IPA 1 SMA N 15 Semarang is still very lacking because it is due to lack of grammar mastery, pronunciation, and lack of vocabulary owned by the students. But overall, researchers can find positive response and enthusiastic students of the class XI IPA 1 Semarang in learning English especially listening. Students are also actively asked if

there is some that they do not understand, they asked the Apprentice students in SMA N 15 Semarang When the Apprentice students enter the class XI IPA 1 to observe the students

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