

THE USE ENGLISH ISLAMIC SONGS TO IMPROVE STUDENTS' LISTENING ACHIEVEMENT

By:

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Abstract: Listening plays important role in communication. In fact, students had troubles in understanding someone spoke. The aim of this study was to improve students listening skill by using Islamic English songs. The method was a classroom action research that consisted of pretest, two cycles, and posttest. Each cycle consisted of four steps: planning, action, evaluation, and reflection. The subject was the second semester of English Language Education Department of FKIP Islamic University of Ogan Komering Ilir that consisted of 24 students. The instrument was a written test and analyzed by mean score formula. The result showed that in the pretest, the students' mean score was 51.46 (low), in cycle 1, the students' mean score was 61.46 (moderate), and in cycle 2, the students' mean score was 70.29 (moderate). In the posttest, the students' mean score had improvement (80.13) which was in good category. Therefore, it could be concluded that the use of English Islamic songs improved the second-semester students' listening skill. English Islamic songs stimulated students to listen to something so that they could identify the words and comprehend the content of the songs well.

Keywords: listening, islamic English song

INTRODUCTION

Listening skill is important to be mastered by the students and is a part of learning a language that cannot be separated in teaching English in the classroom. Listening also plays an important role in communication in which the total time spent on communicating of listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994 cited in Gilakjani & Ahmadi, 2011, p.977). Besides, Kim and Kang (2015, p.175) state that the most fundamental and important factor is listening because it is a key role to open the first door of a foreign language and students can acquire those four skills first by listening to some interesting songs. In conclusion,

listening skill must be learned by everyone because it takes up 40-50% in communication and is a basic skill which must be required in learning a new language in order to get the information.

Dealing with the importance of listening to learning English, however, students still have some problems in learning it. According to Underwood (1989) cited in Gilakjani and Ahmadi (2011, p. 981-982), there are seven causes of obstacles to efficient listening comprehension, they are (1) listeners cannot control the speed of delivery, (2) listeners cannot always have words repeated, (3) listeners have a limited vocabulary, (4) listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point, (5) listeners may lack contextual knowledge, (6) listeners get difficulty to concentrate in a foreign

language, and (7) listeners may have established certain learning habits such as a wish to understand every word. Consequently, the students were doubtful to understand a particular word or phrase they listened to which made them get failure in listening. In addition, Tee and Fah (2005, p.1) describe that the problem existing in the students' poor mastery of English listening skill is most of the students have a very short attention span and lack of motivation. In short, there were some problems appeared when learning listening skill, such as the speed delivery, lack of listening the repetition of the words, lack of words, difficult to understand the movement of the speaker when speaking, lack of comprehending the content of the material listened, and want to know every word listened. The problems also appeared due to the short of listener's

attention and low motivation of the listener.

Furthermore, based on the researcher's observation at English Language Education Department at the first meeting, it was found that listening was very difficult for the students to understand because some of them were not accustomed to listening from the audio played. It was happened due to the lack of listening practice when they were at senior high schools. Most of the students could not understand the meaning of the material after playing the CD for the first time. To make the students understand the material, the researcher often gave them some instructions and repeated the tape, again and again, at least five times.

To make students become effective listener so that they could understand the listening material, it is important for the researcher to use an interesting medium, for example

English Islamic song. As Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. It indicated that the use of the English Islamic song can be applied to improve the students' listening comprehension achievement.

Moreover, Lynch (2008) mentions that there are three factors that contribute to the listening comprehension of the song. First, use of new vocabulary, idioms, and expressions which needs to address the new material offered in each song. This includes grammar, vocabulary, and usage. Second, pronunciation and accent of the singer. In this case, the students may be exposed to an accent which is outside the realm of what they might normally hear in context. Third, use of new grammar and structure song. In short, by listening the song students will get new vocabulary, idioms, and

expressions, learn how to pronounce the words, and learn new grammar and structure so that they build up their knowledge to develop their listening skill.

Based on the previous explanation, the aim of this study was to improve students listening skill by using Islamic English songs

METHODOLOGY

This research was a classroom action research. The subject of the research was the second-semester students in the academic year of 2016/2017 that was consisted of 24 students. The research was done at English Language Education Study Program of FKIP Islamic University of Ogan Komering Ilir, Kayuagung. To conduct this research, the stages were pretest, treatments in cycle 1 and cycle 2 consisted of planning, action, observation, and reflection, and posttest

(Arikunto, Suhardjono, & Supardi, 2008, p.20)

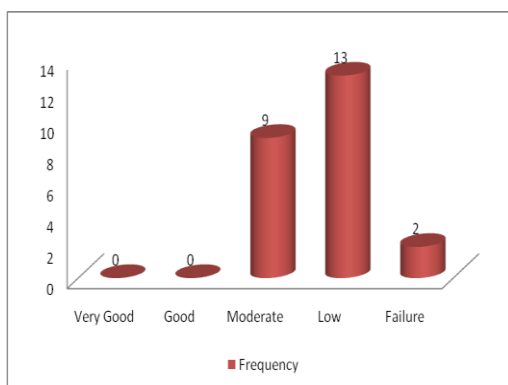
The data obtained by using a written test; song sheets (lyric) that were given in pretest, two actions, and posttest. The pretest was taken to know the students' listening skill before treatment. In actions, the data were collected twice; in cycle 1 and in cycle 2. The data were taken in order to know students' development during the treatment. Then, the posttest was taken to know students' ability in listening skill after giving the treatment.

To make the instrument valid, the critical reflection was used to improve the quality of understanding from the researcher. In other words, the instrument was taken from some sources in order to improve the students' listening achievement.

RESULTS AND DISCUSSION

1) During the Pretest

The result of the mean score of the students' pretest was 51.46, the highest score was 65 and the lowest score was 30. There were two students who were classified in failure category, thirteen students who were classified in low category, nine students who were classified in moderate category, and no students who were classified in good and very good categories. It can be seen in Graph 1.



Graph 1. The Score Distribution in the Pretest

During pretest, the students' attitude in answering the question was observed. The students enjoyed listening to the test given but they were

still confused in identifying the missing words in the questions. It indicated that by listening to the English Islamic song, the students' motivation could increase which could be seen from their attention and activeness. However, it still needed the treatment of suitable song activity in order to reach the higher score.

2) During in Cycle 1

a) Planning; The obtained data from pretest was taken to arrange a plan in cycle 1. After choosing the English Islamic song, a lesson plan was arranged. For the first action, the material focused on identifying the words in the form of present time and finding the synonyms.

b) Action; The action was divided into 3 steps; pre-listening, while-listening, and post-listening.

1) Pre-listening

- Asking the students some questions in order to warm up them, for examples, "Do you

know Islamic English songs?”,

“Who is your favorite singer?”

- Explaining the procedure of listening activity.
- Giving the material to the students.
- Asking the students to read the material for several minutes.

2) While-listening

- Asking the students to find the difficult words and discuss the meaning of the words.
- Asking the students to listen to the English Islamic song, to fill in the missing words and to find the synonyms of the words that have been played for three times.

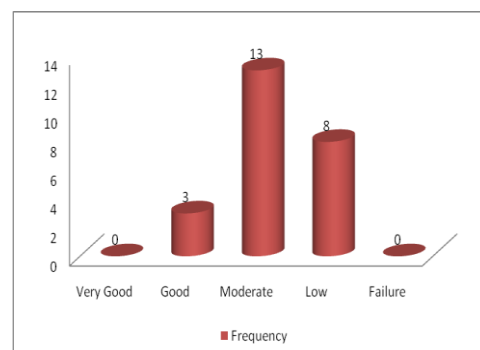
3) Post-listening

- Asking the students to write the answers in front of the class and correct together.

- Asking the students to make a summary of the moral values of the English Islamic song.

c) Observation; It was found that some of the students enjoyed listening to the material given. However, the other students were still confused to follow the activity and were silent.

d) Reflection; To evaluate the students' listening achievement in cycle 1, a written test was given to the students. The test was summary from material in action 1 consisted of 15 questions of missing words in the form of present time and 10 questions of synonyms. The result of the test is shown in the Graph 2.



Graph 2. The Score Distribution in Cycle 1

Based on Graph 2, it was found that and no students who were classified in failure and very good categories, eight students were classified in low category, thirteen students were classified in moderate category, and three students were classified in good category.

3) Cycle 2

a) Planning; The obtained data in cycle 2 was taken from the reflection of the last action. From cycle 1, some of the students were still confused to follow the activity and were silent. It was happened because some of the students still did not focus on listening the material and were difficult to identify the missing words. Therefore, the listening material was changed to the famous Islamic English song which focused on word class such

as noun, verb, adjective, and so on.

b) Action

1) Pre-listening

- Asking the students some questions in order to warm up them, for examples, “Do you know Islamic English songs sung by Maher Zain?”, “What is your song?”
- Explaining the procedure of listening activity.
- Giving the material to the students.

2) While-listening

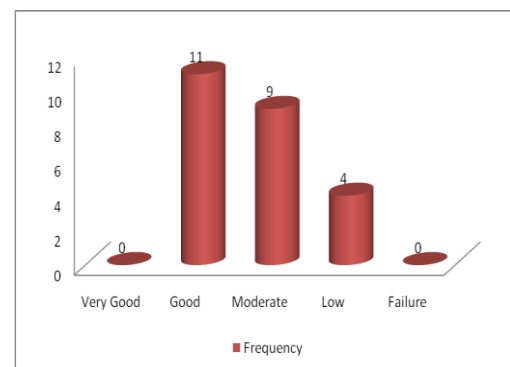
- Asking the students to find the difficult words and discuss the meaning of the words.
- Asking the students to listen to the English Islamic song and fill in the missing words that have been played for three times.

3) Post-listening

- Asking the students to write the answers in front of the class and correct together.
- Asking the students to make a summary of the moral values of the English Islamic song.

- c) Observation; It was found that all of the students were enthusiast in learning listening. They were full attention and enjoyed listening the materials.
- d) Reflection; To evaluate the students' listening achievement in cycle 2, a written test was given to the students which consisted of 20 questions of missing word, namely word of class and 10 questions of antonyms. It was found that those students have a higher motivation than before. It could be seen that the students were interest and enthusiast to listen the material so that their

listening achievement improved after the test in cycle 2. It can be seen in Graph 3.

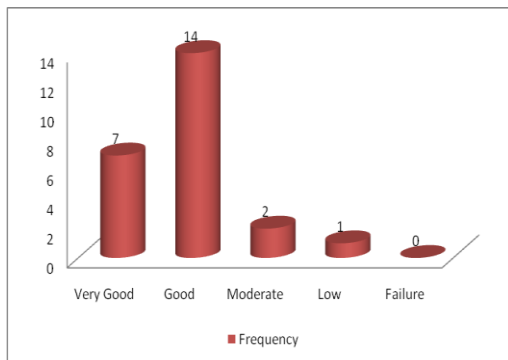


Graph 3. The Score Distribution in Cycle 2

Graph 3 showed that no students who were classified in failure and very good categories, four students were classified in low category, nine students were classified in moderate category, and eleven students were in good category.

4) During the Posttest

The posttest was given to know students' achievement during the treatment. The distribution score after the posttest can be seen in Graph 4.



Graph 4. Posttest Score Distribution

Graph 4 showed that no students were classified in failure category, one student was classified in low category, two students were classified in moderate category, fourteen students were classified in good category, and seven students were classified in very good category.

The comparison means of the test were as follows. See Table 1.

Table 1
The means of the Test

Pretest	Cycle 1	Cycle 2	Posttest
51.46	61.46	70.29	80.13

The improvement of students' listening achievement after listening English Islamic song can be seen from pretest, two cycles, and posttest. In the pretest, the students' mean score was 54

51.46, in the cycle 1, the students' mean score was 61.46, in the cycle 2, the students' mean score was 68.25, and in the posttest, the students' mean score was 80.13. It showed that the students' listening skills have improved in each test and cycle. The result of this study was in line with a research done by Tee and Fah (2005) who explain that music and playing songs in the classroom motivates the students to attend lessons and pay attention in the class. As a result, the students' listening achievement had a progress.

Moreover, by listening English Islamic song, the students not only got information, such as new vocabulary, grammar and structure but also learned the moral lesson of the song. They learned good habit that should be done in Islam and did the introspection about their behavior in the past. As a result, the students were expected to be good listeners and muslims

CONCLUSION

It can be concluded that the use of Islamic song in the classroom motivates the students to attend lessons and pay attention in class. The students not only listened to the Islamic song but also got the message through the lyrics of the songs. By listening Islamic song, students obtained many new vocabularies, became familiar with the pronunciation of native speaker, and obtained the moral values based on the content of the Islamic songs which made most students enjoyed listening to the Islamic song.

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