Ana Maimanah, SRN : 122301257, 2016, **"Improving Students' Listening Skill Using English POP Songs(A Classroom Action research at Second Grade of MTs Al-Khairiyah Banyuwangi Pulo Ampel Serang-Banten)"**,Undergraduate Research Paper, English EducationDepartment, Faculty of Education and Teacher Training, the State Institute for Islamic Studies, "Sultan Maulana Hasanuddin" Banten.Advisers : Drs. H. Busthomi Ibrahim, M.Ag. and Yayu Heryatun, M.Pd.

## ABSTRACT

The problem of this research is does using English POP songs to improve students' listening skill? Based on theproblem above, the aim of this research isto find out the effect of English POP songs in improving students' listening skill.This research was done into two cycles,it contains of planning, action, observation and reflection. In the first cycle, the researcher asked students to listen to English POP songs and the students missing the word which had been given by the researcher. After listening, the students write the answers in front of the class and correct together. In the second cycle, the researcher asked the students to listen to the new English POP song which given before, so the students missing the word and describe the value of the song.

The subject was taken from the second grade students of Madrasah Tsanawiyah (MTs) Al-khairiyah Banyuwangi Pulo Ampel in the academic year of 2016/2017.Its consisted of 32 students. The researcher took a listening test of their improvement in each cycle and analyzed the result by mean score formula. In the first cycle found the mean score of the students' listening was 53,75 with the total score 1720. It concluded that a first cycle was poor. The researcher analyzed that some students still had difficult in listening to the English POP songs. From the result above, the researcher conducted to continue to cycle II. In the second cycle found the mean score of the students' listening was 84,7 with the total score 2710. It means that the students' listening value was good, and all activities in this cycle run wel. It was better than previous one.

In reference to the result of the research shows that the students improve their ability and enthusiast in listening skill using English POP songs. Finally, the advantages of using this media are that the students more pay attention in the class. Song can to help the students in learning English. Song also canmake classes more interesting and lively, they more be happy and enthusiastic to do and develop their vocabulary.

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# IMPROVING STUDENTS' LISTENING SKILL

# USING ENGLISH POP SONGS

(A Classroom Action Research at Second Grade of MTs Al-Khairiyah
Banyuwangi Pulo Ampel Serang-Banten)

## A PAPER

Submitted to the Department of English Education,
The Faculty of Education and Teacher Training as a Partial Fulfillment of
the Requirement for the Sarjana Degree



By :

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# STATEMENT OF ORIGINALITY

I herewith declare that the research paper I wrote as a partial fulfillment of the requirement for tha Sarjana degree and submitted to the English Education Departement, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethnic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October 08, 2016

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# THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of **Ana Maimanah,** SRN: 122301257 entitled "*Improving Students' Listening Skill Using English POP Songs (A Classroom Action research at Second Grade of MTs Al-Khairiyah Banyuwangi Pulo Ampel Serang-Banten)*" has been approved by the research paper advisers for further approval by the Board of Examiners.

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# IMPROVING STUDENTS' LISTENING SKILL USING ENGLISH POP SONGS

**(A Classroom Action research at Second Grade of MTs Al-Khairiyah Banyuwangi Pulo Ampel Serang-Banten)**

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Serang, October 08, 2016

The writer,

**ANA MAIMANAH**
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**MOTTO**

"There are no shortcuts to any place worth going"

(Helen Keller)

لَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۚ أُولَٰئِكَ الَّذِينَ

هَدَاهُمُ اللَّهُ ۖ وَأُولَٰئِكَ هُمْ أُولُو الْأَلْبَا

Who listen to the word and follow the best meaning of it. Such are the ones whom Allah has guided and such as the one who are endowed with understanding.

(Surat Az-Zumar ayat 18)

# CHAPTER I
# INTRODUCTION

## A. Background of the Study

Language is a human system communication, language is very important in our life. It is important for us because language is the most effective media that can including expressing human feelings. Likes used to expression idea, opinion, or to communicated with another person. "Language is a fundamental human faculty used for creative expression, face to face communication, scientific inquiry, and many other purposes."[1] And basically, the main function of the language is to send message or meaning by one person to another.

As a foreign language, English has four skills to learn. There are listening, speaking, reading, and writing. That must be mastered by the students. They have relation to each other. Listening is the ability to grasp an oral message from speaker. And listening is a skill that is felt difficult to be master, because it needs more concentration and attention to comprehend the sounds or listening material from the speaker. Penny Ur says that, "some aspects of listening comprehension are easier for the foreign-language learner than others. Most learners need intensive practice in some of the main potential problems, set

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[1]Elly van Gelderen, *A History of the English Language* (Amsterdam: John Benjamin Publishing Company, 2006), p.1.

out roughly in order of importance."[2] It can be said that listening is not a passive skill, the process of listening is a complex process in which many things happen simultaneously inside the mind.

There are some activities to improve students' ability in English, Especially in listening skill. The activities such as watching a film, listening to news report, and listening to English songs can stimulate them. In watching a film, we can try to predict what is going to happen. In listen to news report, we can choose the topic that interests us such as about sport, fashion, or education. And listen to English songs we can comprehed what the means from that songs. It is clearly proven that technology as the sophisticated media is very helpful for learners and teachers to create an effective language classroom activity. And it is can motivated students for learning listening skill as a foreign language.

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.[3] Across the world, it is common that young students love listening to the music and especially in pop songs. Which it is very useful words and expressions with basic structures used in everyday routines. The

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[2]Penny Ur, *Teaching Listening Comprehension* (New York: Cambridge University Press, 1984), p. 11.

[3]Jin-Sung Kim and Mun-Koo Kang, "The Effects of Developing English Ability of Middle school Students through English POP Songs", *Asia-pacific journal of Multimedia Services Convergebt with Art, Humanities, and Sociology,* Vol.5, No.2, (2015), p. 175.

students who have following normal English lessons in the classroom will be able to improve their listening skills by listening to the songs.

This study find various problems in learning classroom. Especially in listening skill. Because they think that listening is the difficult ability for to learn. Whereas, they can learn English from a songs. They can listen to the song and they can learn from it. A song can motivated the student for improve learning English. In common way, the students listening to a short story, dialog or narration. It will make bored for students, so we use the strategy to develop in their listening. And we choose teach listening to the students by using songs.

With this background of the study, the researcher tries to use media of learning for improving students listening skill. English POP song is one of the media that can be effective in the language classroom. The researcher expect that Englis POP songs will help the students to practice English more actively, be autonomy learners, encourage their motivation and interest in learning English, it also will assist the teachers to organize teaching language more creatively and innovatively.

Considering the statement above, the researcher decides entitle this reseach is "**Improving Students' Listening Skill Using English POP Songs**" (A Classroom Action Research at Second Grade of MTs Al-Khairiyah Banyuwangi Pulo Ampel).

## B. Identification of the Problems

Unfortunately in MTs Al-Khairiyah many troubles found they are:

1. The students cannot communicate in English well because they think that English is very difficult to learn, especially in learning listening comprehension.

2. The students lack of motivation and interest in learning English as a foreign language.

3. The students have difficulties in comprehending their listening.

4. The students have low acheivement in learning listening comprehension.

5. The students do not use to speak English.

6. The students have not any awareness that English is important role in the world and many sector.

## C. Limitation of the Problem

Based on the identification of the problem above, the students felt difficulties in comprehending their listening and they have low achievement in learning listening. There were some activities that can improve students' listening skill, such as listen to films, listen to videos, and listen to English songs. In this study, the problem was limited on improving students' listening skill using English POP songs at Second Grade of Madrasah Tsanawiyah (MTs) Al-Khairiyah Banyuwangi Pulo Ampel Serang Banten.

**D. The Research Questions**

Based on the problem above, there are some research problem may arise since many factors are involved. Those problems are formulated in question, the problem is;

1. Does using English POP songs improve students' listening skill?

**E. The Aims of Research**

Back to background of problem above, the purpose of this research is to make description that can give the clear explanation about :

1. To find out the effect of English POP songs in improving students' listening skill.

**F. The Significant of Research**

It is expected that the result of the study give benefit to:

1. The researcher or writer

The research expected this research can use as reference to other researcher or writer

2. The Teacher

Encouraging teacher can find the best method of teaching listening for the students.

3. The students

The researcher expected that this research can useful to develop and impelement the students' listening skill by the effect of teaching listening.

4. The School

   As an input the developing of science related to the teaching listening using songs.

## G. Previous Study

The researcher found many previous studies dealing with the research. Those previous studies are :

1. Wasri (99430920), 2005, *Developing English Listening Skill Through songs ( A Case Study at the Second Grade of SMP Negeri 1 Tirtayasa in Academic Year 2005).* This research resulted that teacher's performance is not too bad during the process of teaching of listening comprehension, he got the total score from teacher's template about 65 in the first evaluation (before treatments) and 95 in the second evaluation (after treatments). It means that her performance's score was increase he applied the songs technique.

2. Lailatun Nufus (072300391), 2011, *The Effectiveness of Listening English Song for Teacing Students' Pronunciation. ( an Experimental research at Fifth Grade SDN Ciwandan).* This research resulted in the great influence in teaching pronunciation mastery by using English song in EFL class-rooms, because it can be seen from students' score, and listening to English song get more significant increase than students taught by listening to speaker (non-native speaker). It means that the application of English song lyrics helps and supports in teaching pronunciation.

3. Obih Fadhilah (092300676), 2013, *Improving Students' Pronunciation through Listening to English Song ( A Classroom Action Research at SMP IT La Royba Kota Serang)*. This research investigates the applying of reading aloud technique in teaching pronunciation, and the writer focus on the pronunciation through listening to English Song. The object of this research is students of the second grade of SMP IT La Royba kota Serang. The research is conducted in the class VIII by classroom action research. To collect data, he used observation and test. An analysis of qualitative descriptive is used to analyze the data. And he used comparative descriptive by comparing the test result of test from each cycle. Based on the result, the writer knows that student's score improve in each cycle. It means that the aplication of listening English song can improve students' pronunciation.

For the first, difference between Wasri's research and my research is Wasri's research focus on developing listening skill and he used methodology " A Case Study" while my research focus on improving students' listening skill using English pop songs and I use methodology " A Classroom Action Research".

The second, difference between Lailatun Nufus's and my research is Lailatun Nufus's reseach focus on how to use English song for teaching students' pronunciatios in order to be more effective and she used methodology "An Experimental Research" while my research focus on improving students'

listening skill using English POP songs and I use methodology " A Classroom Action Research".

And the third, difference between Obih Fadhilah research and my research is Obih fadhilah' research focus on Improving Students' Pronunciation through Listening to English Song and my research focus on improving students' listening skill using English POP songs.

## H. The Organization of Writing

The writer used the systematic organization of paper that contains five chapters as the following:

Chapter I is introduction, it contains of Background of the Study, The Identification of Problems, The Limitation of Problems, The Research Questions, The Aims of Research, Significant of Problem, The Previous Study, and Organization of Writing.

Chapter II is theoretical framework, is contains of Theories of Listening, Definition of Listening, Types of Listening, Characteristics of Junior High School Students, The Important of Listening, The Process of Listening, Method and Technique of Teaching Listening, Procedure of Listening. Then, The Concept of Media, Definition of Media, The Kinds of Media, The Advantages of Taped Material. The Concept of English POP Song, Definition of POP Song, The Fungtion of Song, The Advantages of Using Song.

Chapter III is Research Methodology, it contains The Place of Research, Subject of The Research, Research

Procedure, Research Instrument, Technique of Data Collection, and Technique of Data Analysis.

Chapter IV is Result of the research, it contains of Data Description, and Interpretation of Data Analysis.

Chapter V is closing, it contains of Conclusion and Suggestion.

# CHAPTER II
# THEORETICAL FRAMEWORK

## A. Theories of Listening

### 1. Definition of Listening

Listening is the ability to identify and understand what others are saying. Listening is the ways for be a good speakers. Therefore, we can speak and communicate well if the ability of listening is good. We need to pay attention to listening as a mode of performance for assessment in the classroom.

Gary stated, "Listening comprehension is the process, a very complex process, and if we want to measure it, we must first understand how that process works. An understanding of what we are trying to measure is the strating point for test contraction. The thing we are trying to measure is called a construct, and our test will be useful and valid only if it measures the right construct. Thus, the first task of the test developer is to understand the construct, and then, secondly, to make a test that somehoe measures that construct. This is construct validity, and ensuring that the right construct is being measured is the central issue in all assessement."[1]

As what Oxford pointed out listening is a complex problem solving skill and it is more than just perception of

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[1]Gary Buck, *Assessing Listening* (New York: Cambridge University Press, 2001), p.1

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the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.[2]

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Henry Guntur stated that, "listening is a process of hearing to verbal symbols with caring, understanding, appreciation, and the interpretation to gain the information, capture the content or message and understand the meaning of communication that have been submitted by the reader through by speech or spoken language."[3]

Listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help easy the difficulty of listening by training students in different types of listening.

## 2. Types of Listening

Listening process need understanding, responding, and evaluating, the teacher of English language have to choose the type of listening for the approach of listening comprehension. There are several types of different listening and writes take the type that aims to enable

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[2] Edgar Alberto R.A 2010, "The Use of Songs as Tool to Work on Listening and Culture in EFL Classes", *An Culture and Aducation Journal,* (September, 2010) p.124.
[3] Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan berbahasa*, (Bandung: Angkasa, 1980), p. 28

students to understand the information or massages from the teacher in convey the material.

1) Extensive Listening

Extensive Listening will usually take place outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to other. The motivational power of such an activity increases dramatically when students make their own choises about what they are going to listen to.

2) Intensive Listening

Intensive Listening are using tape materials and increasingly material on disk, when thay want the students to practice listening skill.[4]

Besides, listening also needs the mastery of vocabularies and ability to express them. The important point is what the kinds of listening activity are what definition of listening skill is. Listening is one of the skill in teaching English. It is a receptive skill which a delivered by the audio and audiovisual media. Actually, teaching English has some skills that must be learned. They are devided into two classes, productive and receptive. Productive skill, the students must be able to produce their knowledge in writing and speaking. In

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[4]Jeremy Harmer, *The Practice of English language Teaching*, 3th Ed., Completely Revised and Updated (Longman: Cambridge Press, 2001), p. 228

receptive skills, the students got knowledge from listening and reading forms.

### 3. Characteristics of Junior High School Students

According to Hurlock in Henny stated that students of Junior high school have some characteristics. They are as follows: [5]

1. The ages of the students are between 13 to 16.
2. They can not be said as young children or adult.
3. The students of these ages will have changes on their body and their psychology and it will improve the way they think about something.
4. The students of these ages are better in practice rather than in theory.
5. They like to try new life style and decide what kind of attitude or character, as they want.
6. They are less self-confident and do not believe about their ability.
7. They like to attract people's attention because they want people realize about their appearance by doing something out of social norm.

From the points mentioned above, that can be said the students of these ages usually like to show their attitude and they do not like something formal.

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[5]Henny Ratnasari, " Songs to Improve the Students' Achievement in Pronouncing English Words," (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006/2007), *Language and Art Faculty,* (2007), p.7

Therefore, it is better for the teacher to bring the students into the real life than to give them a lot of theory in the learning process. The age of the students is very important for the teacher to decide about what to teach and how to teach them. However students of different age levels have their own characteristics in learning a language.

Harmer stated that, divides students into three age levels: Young Children, Adolescents and Adults. And the students of Junior High school can be grouped into adolescents. Adolescents are believed to be unmotivated, surly, and uncooperative and therefore they make poor language. While Puchta and Schrats as quoted by Harmer state that teenagers seemed to be less lively and humorous than adults, they are so much less motivated and they present outright of discipline problems.[6]

## 4. The Important of Listening

Listening is assuming greater and greater importance in foreign language classroom. Rivers pointed out also, emphasized the importance of listening by comparing the amounts of listening and speaking. She said that listening amounts to twice that of speaking, four times of that of reading, and five times of that writing. Therefore, developing listening skills is the most fundamental and

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[6] Harmer, *The Practice of English Language Teaching*, p. 38

important factor in language learning to improve other three language skills.[7]

Listening is the first manner to do for learning a foreign language, and to learn English before students master some skills in English such as speaking, reading, wiritng, the first step they need to do is listen. by listening to the English language often they can put them into practice in speaking, listening to the teacher read a book that could speak English, they know how to pronounce an English words, etc. Therefore, it is very important to learn listening skill.

5. **The Process of Listening**

Jeremy Harmer stated there are two process of listening those are:

a. Bottom-up process

Bottom-up process are that the reader or listener focuses on invidual words and phrases, and achieves understanding by stringing these detailes elements together to build up a whole.

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[7] Jin Sung Kim and Mun Koo Kang, "The Effects of Developing English Listening Ability of Middle School Students through English Pop Songs", *Asia-pacific Journal of Multimedia Services Convergent with Art, Humanities, and Sociology,*Vol.5, No.2 (2015), p. 177

b.  Top-down process

Top-down process are that the reader or listener gets a general view of the reading or listening passage by, in some way, absorving the overall picture. This greatly helped if the reading or listener's schemata allow them to have appropriate expectations of what they are going to come acroos. [8]

Effective language instructions show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Based on the explanation above, the researcher concludes that a teacher should follow the two process of listening in order to help students comprehending the listening.

## 6.  Method and Technique of Teaching Listening

Method and Technique of teaching listening will vary considerably the level of the students. In every sequence of technique is broken down into bottom-up, top-down and interactive types of activity.

[8] Harmer, *The Practice of English Language Teaching*, p. 201

Brown suggested technique of teaching listening comprehension for beginning level or junior high school students as follow: [9]

1. Bottom-up Exercises

    These exercises contain of five goals, they are; to discriminate between intonation contours in sentences, to discriminate between phonemes, selective listening for morphological ending, select details from the text and listen for normal sentences word order.

2. Top-down exercises

    These exercises cortain of three goals, they are, descriminate between emotional reactions, get the gist of a sentence and recognize the topic.

3. Interactive exercises

    These exercises contain of three goals, they are; build a semantic network of word association, recognize a familiar word and relate it to a category and follow direction.

7. **Procedure of listening**

    a. Pre-listening[10]

    1. As a warm-up or schema building activity, ask students what they know about American pop culture: for instance, "who is the most famous American movie or

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[9] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* 2nd Ed., (London: Longman, 2001), p. 260

[10] Isalah Wonho Yoo, "Focused Listening With Songs," *The Internet TESL Journal,* Vol. VIII, No.7, (July, 2002), p. 1

TV actor/actress in your country?" "Do you have a favorite American singer?" "Do you listen to American pop songs?" "If you do, do you think listening to those songs can help improve your English?" You might also want to bring some pictures or CD's of popular actors or singers to class.

2. Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using 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 undesrstanding the words. Go over grammar points as necessary.

## B. The Concept of Media

### 1. Definition of Media

The word Media comes from the Latin Medius, which literally means "middle", "intermediate"  or " introduction". In Arabic media is (    ) as an intermediary or introductory message sent to the recipient of the message. Gerlach & Ely said that media if it's understood in outline is

the human, material, or events that establish the condition that enable the pupils to acquire the knowledge, skills or attitudes, in this sense, the teacher, book and the school environment is a media.[11]

Association for education and communication technology (AECT) define that media is all of forms which are in use for a process of channeling information. While Education Association (NEA) defines as objects that can be in manipulation, to see, to hear, to read or to speak as well as an instrumen in use along with a good in learning activities, it can influence the effectiveness of the program instruktional.[12]

Media is one that is funneling of messages and can stimulate the mind, feeling, and the willingness of students so as to encourage the occurrence of learning process on themself. Using media cretively will enable the students for study more spirit and increase they performance.

Based on definition on instructional media, the researcher can conclude that instructional media is tool of process information used to helping in learning and teaching in the classroom.

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[11]Azhar Arsyad, *Media Pembelajaran, Edisi Revisi*, Cetakan 17 (Jakarta: Rajawali Pers, 2014), p. 3

[12]Asnawir & Bayyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002), p. 11

## 2. The Kinds of Media

There are three kinds of media; Audio media, Visual media and Audio-Visual media. Audio media is teaching media which is related to sense of sound, such as radio, tape recording. Visual media is teaching media which is related to sense of view, such as picture, chart, and image. Audio-Visual media is teaching media which is related to sense of view and sound, such as television, film, and video.

Hamalik states that media for teaching language can be classified into your categories. First, Games such as word puzzle and role playing. Second, visual media such as pictures, chart, photo, poster, globe, graphs and cartoon. Next, audio media such as radia and recorder in cassette. Then Audio-Visual media such as television, video, film that produces sounds and picture.[13]

In this paper the researcher used song for media in teaching listening because song can interest the students in learning process and also can improve their in listening skill. A song can hypnotize person likes a magic, therefore, when someone listen to the songs that he could be brought into the songs. The teacher as a person, who has strategies position in improving student's knowledge are demanded to pay their attention in developing new concept about teaching learning process. Media is important role for learning process. Many media to teach English, especially in listening skill. English POP Songs is one of media that

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[13]Asnawir dan Usman, *Media Pembelajaran*, p. 29

effective to improve the students in learning process that has many advantages for increase the students in listening skill.

3.  **The Advantages of Taped Material**

    Many teachers use taped materials, and increasingly material on disk, when they want their students to practise listening skills. This has a number of advantages of using taped material:[14]

    1.  Tape recorder has become the equipment is so commonplace in households, schools, cars, even the bags (walkman). Because prices tend to be affordable by all levels of society, its availability can count on.

    2.  Records can be doubled for individuals needed so the messages and the content can be in several places at the same time.

    3.  Record the event or subject content for use later, or record their own students' work can be done with audio media.

    4.  Record provides the opportunity for students to listen to themselves as a diagnostic tool to help improve the skills to say, read, or speech.

    5.  The operation of the tape recorder is relatively easy.

    It can be concluded that the material using a tape recorder is able to assist students in improving their learning principally in listening skills. Students feel entertained and

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[14]Arsyad, *Media Pembelajaran*, p. 47

interested in learning more so that they are motivated to learn more.

## C. The Concept of English POP Song

## 1. Definition of POP Song

Songs constitute of important media for support students in learning English language, specifically songs certain be able to motivated the students during learning process. in other say that songs plays an important from studying of English language because song made students more sensitive about sounds, and to learn various genre of sound which meaningfull. Songs as a media of English language, simultaneously media for reinforcement of grammar and vocabulary and to improving students listening skill.

Song is the art of tones or sounds in the sequences, combination, and temporal relation are usually accompanied with musical instruments in order to produce sounds containing of rhythm or rhythmic sound. According to Oxford that, "Song is short piece of music with words that you sing."[15] In other meaning, Sandra Anderson & Kay Cullen states that songs can be said, "as a musical composition for singing."[16]

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[15]*Oxford Learner's Pocket Dictionary*, Fourth Edition (New York: Oxford University Press, 20008), p. 423.

[16]Sandra Anderson & Kay Cullen, *Chambers English, Students' Dictionary* (Edinburgh: Chambers Harrap Publisher, 1997), p. 476.

Songs are consist of Rock, POP, Classic, and many other. POP songs sense from popular songs. POP songs is one of genre popular songs which orginate from modern type. According to Oxford Dictionary that, "POP means modern popular music with a strong rhythm."[17]

POP song is music taste of the popular word which in the favorite by the public. It is usually easy to remember and are entertaining. As Lenka says, "musical inteligence is the ability to enjoy, recognize, perform, and compose musical pieces and have sensitivity to rhythm and pitch," thus it is clear that everyone has musical inteligence. Music also has social and emotional benefits because the students gain confidence in using English by sing the song.[18]

The researcher choose the pop song of Westlife and Christina Perri for teaching learning process. It is hope to be more effective for students learning, and easier to listening the song. That have some reason: First, the tone of the songs tend to the slow tone so that the students can listen carefully to the lyrics. Second, the message of the songs are well delivered. Third the lyrics of the songs are appropriate and have a valuable meaning to teach the students. It has moral values like believe in God, love, respect, and never give up. Therefore the researcher is expected to improve the students in listening skill.

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[17]Oxford, p. 341

[18]Imliyana, Suhartono, Husin, "The effectiveness of The Use of English POP Songs in Teaching Vocabulary in SMP, " *English Study Program of FKIP Untan,* (2014)

## 2. The Element of Songs

Jamalus in Henny stated that the elements of music are divided into two categories, those are main elements and expression elements;[19]

1. The main elements.

It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it can be said as musical sentences.

2. The expression elements.

It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

## 3. The Fungtion of Song

In now, songs is developed in modern era, from klasika till POP songs. Various of genre has fungtion and benefit. Merrit said that fungtion of music, there are: [20]

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[19]Henny, "Song to Improve the Students' Achievement in Pronouncing English Words. p. 12

[20]Devi Winja & Faridah, "Efektifita Musik Klasik dalam Menurunkan Kecemasan Matematika Math Anxiety", *Jurnal Pendidikan dan Psikologi* Humanitas, Vol. VIII, No.2, (Agustus 2011)*, p. 33

a. Efek Mozart, is one term for the effect which can produce a music that can increase a person's intelligence.

b. Refreshing, at a time when our mind is being saturated or chaotic, with listening to the music though momentarily, proved to be peaceful and refreshing the mind.

c. Motivation, is the thing that can only come with a certain feeling.

d. Developing of personality, the personality of a person known to affect and influence by type of music which listened during development.

e. Therapy, therapy of music can offer your stimulus and activity that utilizes the learning style.

The researcher concluded that many fungtion in listening the songs. Not only students interested in learning and teaching process, but also their gets the new motivation for learning listening skill. They can studies outside of classroom, such as home, room, car, or other place. And they felt more enjoyed then before.

## 4. The Advantages of Using Song

There are many advantages of using songs in the classroom, if selected properly and adopted carefully;[21]

1. A teacher should benefit from songs in all phases of teaching grammar.

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[21] Arif Saricoban & Esen Metin, " Songs, Verse and Games for Teaching Grammar", *The Internet TESL Journal,* Vol. VI, No. 10, (October 2000).

2. Songs may both be used for the presentation or the practice phase of the grammar lesson.
3. The students may encourage extensive and intensive listening,
4. Songs inspire creativity and use of imagination in a relaxed classroom atmosphere.
5. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration.
6. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

The song is a tool has been very good to help the students in learning English, more specifically the songs are believed to be able to improve their listening during the learning of English. The song also is an important part of learning English because the song makes the students more sensitive to sounds, and to learn language is to study different types of sounds meaningful. Songs can also make classes more interesting and lively. when children love song their learning, so, they will be happy and enthusiastic to do. Indirectly they have learned.

# CHAPTER III
# RESEARCH METHODOLOGY

## A. Method of The Research

The researcher used classroom action research. This method is appropriate to use in this research because the researcher focus on students learning to improve their listening skill using English POP songs. It is intended to make better the learning and teaching process in a class. It is also new concept of teaching program in a class which made teachers as participants to reflect what they have learn.

Classroom action research is one of strategic ways for teacher to improve educational services to be held in the context of classroom learning and improving quality of the overall school program. That Kemmis and Mc Taggart descriptively stated, "action research is a form of collective self-inflectively enquiry undertaken by participants in social situations in order to improve the relationality and justices of their own social or educational practice, as well as their understanding of his practice and the situation in which these practices are carried out."[1]

According to Henny in Gall book stated, "action research in education is a form of applied research whose

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[1]Stephen Kemmis and Mc Taggart Robin, *Action Research Planner* (Australia: Deakin University Press, 1998), p.5.

primary purpose is the improvement of an educational professional's own practice."[2]

Jack Richard also stated that there are tree characteristic of classroom action research. Such as the following :[3]

1. Classroon action research has purpose to improve teaching and learning in the school and it apply during the learning and teaching process in the school.

2. It has a goal besides to improve the learning activity, but it conducts for giving problem solving in process of learning and teaching in the schools.

3. Classroom action research can be held by individual teacher or collaboration teachers.

In summary, action research is a method of finding out of the problems in your own classroom so that purpose to improve students learning and teaching process well. In this action, the researcher could greater self-knowledge, fulfillment, and professional awareness among practitioners.

There are many concepts that are explored by expert about classroom action research. In Kemmis' cycle have four steps in Classroom Action research there are: Planning, Action, Observation, and Reflection.

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[2]Henny Ratnasari, "Songs to Improve the Students' Achievement in Pronouncing English Words," *Language and Art Faculty Journal,* (2007), p. 22.

[3]Jack C. Richard and Thomas C. Farrel, *Professional Development for Language Teachers Learning*, (Cambridge: Cambridge University Press, 2005), p.177.
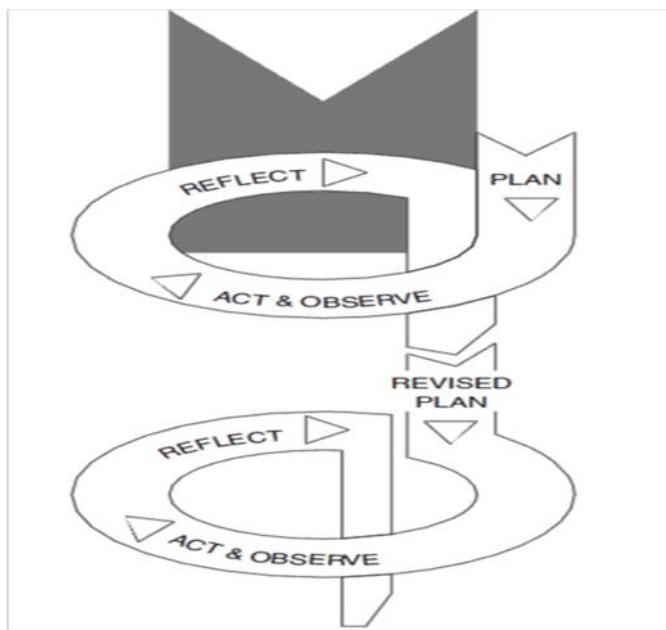
*Adopted from; Cyclical Action research model based on Kemmis and Robin Mc Taggart*

**First Cycle**

1. Planning

    The researcher intentially applies action research in this study in order to find the progress of students listening skill. Planning is the first step of doing action research.

    1) The researcher preparing the material.
    2) Making a lesson plan what is needed and what would be done in action, and designing the step in doing action.
    3) Preparing observation sheet.
    4) Preparing interview sheet.
    5) Preparing test for knowing improvement students' listening using English POP songs.

2. Action

In this step the researcher implement teaching learning activity of listening skill using English POP songs on the lesson plan. The action was divided into 3 steps; pre-listening, while-listening, and post-listening.

1) Set the situation of the class.

2) The teacher explained about the procedure of listening activity.

3) Give the text and students reading the text for several minutes.

4) The teacher and the students discussed of some words that the students do not know the means.

5) The students' listen to the English POP song and fill in the missing words that have been played by the teacher.

6) The students' have to identify the instruction according to the song.

7) After listening, the students write the answers in front of the class and correct together.

8) The teacher and the students making summary about the moral values/theme of the song.

3. Observation

1) Observing and note the situation and condition during the action.

2) In this phase the researcher give the observation sheet to the English teacher to observe the process learning during the research.

4. Reflection

    1) Evaluate the result to know the effect of action and fixing the planning for the next cycle.

    2) The researcher discuss with the English teacher about the weakness and the next plan that would conducted in second cycle.

    3) The reflection is aimed to interpreting the result of the test.

**Cycle II**

1. Planning

    1) The researcher identifying the problem from cycle 1 and cycle II planed to be done to overcome the difficulties students during cycle I with hopes of increasing students learning outcomes.

    2) Designing the new material for the students and preparing teaching and learning activities more interesting, and guidance more specifically on students who have not been seen participation.

    3) Designing revised lesson plan.

    4) Preparing observation sheet.

    5) Preparing test for knowing improvement students' listening using English POP songs.

2. Action

        In this step the researcher does the second action according the second plan and gives them new English POP song.

1) Set the mood all students.
2) The teacher asked the students about the problem on the previous lesson and explained it.
3) The students have to identify the instruction according to the song.
4) Give the text and students reading the text for several minutes.
5) The teacher and the students discussed of some words that the students do not know the means.
6) The students' listen to the English POP song  and fill in the missing words that have been played by the teacher.
7) The students' have to identify the instruction according to the song.
8) After listening, the students write the answers in front of the class and correct together.
9) The teacher and the students making summary about the moral values/theme of the song.

3. Observation
   1) Observing and note the situation and condition during the action.
   2) In this phase the researcher give the observation sheet to the really English teacher to be observer the process learning during the research.

4. Reflection
   1) The researcher discuss about the weakness and the strength during learning process of listening using English POP song.

2) Give the suggestion for the English teacher to implement the song for teaching listening.

## B. Place and Time of The Research

The place of the research was conducted at MTs Al-Khairiyah Banyuwangi, Pulo Ampel. Located in Kp. Sumur Asem Desa Banyuwangi Kecamatan Pulo Ampel Kabupaten Serang Banten. In this research, The researcher choosen this setting on the following considerations: the students of second grade of MTs Al-Khairiyah Banyuwangi have been studying English when they were in Elementary school. However, their ability in listening skill is still poor.

The researcher wants to improve the students' ability in listening skill and using English POP songs for their learning. Not only their poor in listening skill but also the school is new operational since five years ago. Which their lack in teaching and learning classroom. And the geographical location is easy to reached by the researcher. The time of the research conducted in August until September 2016.

## C. Subject of the Research

Subject of the research is students at the second grade students of Madrasah Tsanawiyah which consist of 32 students, 16 female students and 16 male students.

**D. Technique of Data Collection**

The instrument used to support the research by collecting the data from the teacher, students, and teaching learning process. in this research the researcher uses several steps in collecting the data, they are:

1. Observation

   Observation is as technique of collecting data which is many unlisted to measure individual behaviours or process, even it is happen an activity that can be observed either actually in situation and also in artifical situation. By observation the researcher can measure each activity that is usually done by teacher and students in learning process, the researcher can also know environment situation at place that researcher observed.

2. Test

   Test is measurement tool that will be given to individual to get expect score, are formed in listening test. The students listen to English POP song and they must fill in the blank of the question that have made by the researcher.

3. Interview

   Interview section take to know the respond from the students about English and interest in English especially in listening section. The researcher take this section because wanted to know the improvement of students listening skill.

**E. Instrument of The Research**

As the study is intended to develop the students' ability in listening English by adopting the management of classroom interaction, the instrument used in this research is :

1. Observation sheet

    Observation sheet use to collect data and give a description the learning process of listening skill which takes place in classroom. Observation sheet arranged based on a grating observation that is used to observe the teacher and the students. To measure the activities when teaching and learning process.

2. Listening test

    The researcher take the objective test as one of the instruments used. The measure the level of knowledge and skill of listening and it was the question to measure the students' ability in every cycle.

3. Interview

    Interview was used as guide in doing an interview. An interview conducted against of several students to find out an increase in learning listening using English POP songs. And to know accepted English POP song applied in learning listening skill.

**F. Technique of Data Analysis**

After collecting the data, the researcher process, analyse, interpretation and finally concluded. The researcher apply the following techniques:

1. Preparing listening assessment sheet.
2. Computing the result of classroom observation sheet.
3. Computing the result of students score of each cycle, and found the mean of it.
4. Compared the improvement of students score on each cycle.
5. Taking the conclusion.

In knowing the mean of the students' score, the researcher used the following formula:

Mean of the students' score $= \dfrac{total\ score}{number\ of\ students}$

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the result of the research that had been done in two cycles in the research. To identify of problem in this research, the researcher provided that the conclusion of using English POP songs in the classroom is improve students' listening skill. The students more pay attention in the class and attended the lesson. It seem from the result of their activities.

For the students' observation in cycle I, the total score was 21 for the average 3. Based on criteria assessment, the value of this cycle was poor. The students low confident to share their ideas and opinion in the class. For the students' observation in cycle II, The total score was 26 for the average 3,71. It means that the value of students' observation was enough. Its better than previously.

This media is effective because involving all students to participate in learning process. It showed by the score of listening test in each cycle. In the first cycle found the total score of students' listening result was 1720, its mean was 53,75. It means that the value of students' listening result was poor on based on criteria assessment, students are still poor. The students felt difficultes to fill in the missing words. Those problems appreared have to be resolved in cycle II.

The result of cycle II found the total score of students' listening was 2710, its mean was 84,7. It means that the value of

students' listening result was good. It shows that the students' listening skill have improved in each test and cycle. In other hand, the use of songs could improve the students' listening skill.

For the result of students' interview are the students felt enjoyed when learning listening and also more interested in listening material. From the song, they get the values, responsibility, love and never give up. Songs are also easily available, songs present new vocabulary and most students enjoy listening and analyzing the songs.

## B. Suggestion

Based on the conclusion above, there are suggestions for teacher, students, and future writer/researcher in order to improve their ability in listening:

1. For the teacher

From the result of this research, it is better for the teacher to use English POP songs in teaching listening skill, because songs have much value of language and can create students' motivation. By using its media, teacher can expect the students' listening result well. The teachers also expected to develop the teaching listening using English POP songs by increasing the exercises in listening. Teacher should give more attention to the students in learning and teaching process.

2. For the students

First, the students have to interest in English learning, so they will felt enjoyed and comforted along learning by using

English POP songs. Second, the students have to learn to improve ability in listening. Third, the students should extend their vocabulary in many ways and using new words along in the classroom activities or their daily life.

3. For the writer / researcher

For the next writer/researcher, the researcher hopes they would conduct to investigation of other teaching method or techniques in listening skill and can create the suitable activity in listening skill by using song.

# CHAPTER IV
# THE RESULT OF THE RESEARCH

## A. Data Description and Analysis

After conducted the class action research, the researcher analyzed the result of students' improving in listening by using English POP songs in every cycle of action and the result of the test. The data of the result was taken from the result of observation, listening test, and interview which given to the students of second grade at Mts Al-Khairiyah Pulo Ampel, the researcher took 32 students as the subject of the research, consist of 16 male and 16 female. The researcher used Classroom Action Research as the method of research to improve the students listening using English POP songs. It hoped can improve their ability in listening skill.

Before conducting the study, the researcher and the English teacher discussed the problem in teaching and learning process, she said that the students of second grade are stiil poor in English especially in listening skill. Because their lack of media as a learning process and the students' motivation to learn English was poor. Then the researcher offer the new media that is using English POP songs to be implemented at the class. So the researcher prepared the instrument that would be used in teaching learning process. the researcher prepared the material and arranged the lesson plan.

**Cycle I**

This classroom action research was conducted into two cycle. And every cycle were conducted on two meetings. For the first meeting was conducted on Tuesday, 30th Agustus 2016. And the second meeting on 31th Agustus 2016. Each cycle consists of four step; they are planning, action, observation, and reflection. Well, the implementations of each cycle were as follows:

1. Planning

   In planning, the teacher prepared the teaching learning design, such as, made a lesson plan based on the teaching material. Then the teacher prepared the teaching learning process, such as, the materials, the English pop song, the observation sheets and the evaluation test. so the teacher prepared students list to know their activeness in joining teaching learning process by using English pop song.

2. Action

   Action is an activity where the the teacher implemented the plan. In this step, the teacher would conduct activities according to the schedule that was arranged in planning stage. The teacher began with the introducton to the students, and the students also introduces themselves to the teacher.

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

1) Pre-listening

    a. The teacher warmed the students up by asking them questions; what they know about English POP songs and who artist they like. Several of Them were answered with Indonesian songs.

    b. The teacher explained about the procedure of listening activity.

    c. The papers materials were given to the students.

    d. The students were given several minutes to read the material

    e. The teacher leaded discussion of the some words that the students do not know what the means.

    f. The students listened to the English POP song and fill in the missing words.

2) While-listening

    a. After listening, the students write the answers in front of the class.

    b. The teacher and the students correct together about the answers.

    c. Making a summary about the moral values/theme of the song.

    d. The song was played again and students sang along.

3) Post-listening

    a. Students listened to the song and answered the question.

b. The song was played once, and asked the students whether they need to listen to the song again or not. If they do, the song was played one more time.

3. Observation

  During the action, the researcher observed the activity by using observation sheet in order to evaluate the results, collect the data and monitor the teaching learning process. The observation sheet also given to the real teacher as a observer. It was to extend that the action result reached the objective. The steps were as follow:

  a. The teacher conveyed the teaching purpose well and regularly.

  b. When teacher explained about the materials, it is still found many students did not pay attention.

  c. The teacher found the students enjoyed the material given.

  d. Some of them asked about the lesson and also answer the questions.

  e. But the other students were still confused to follow the activity, and they were talking with their friend.

  f. Tha students' enthusiast was stiil less, because the teacher did not stimulate and motivate them in observing.

**Table 4.1**

**Teacher's observation in cycle I**

| Teaching and Learning Activities | Checklist | | | | | Total score |
|---|---|---|---|---|---|---|
| Teacher's Activities | 1 | 2 | 3 | 4 | 5 | |
| A. Opening Activities | | | | | | |
| 1. The teacher opens a lesson with a greeting and opening prayer | | | | | | 4 |
| 2. The teacher checks students' attendance | | | | | | 4 |
| 3. The teacher prepares the class condition | | | | | | 3 |
| 4. The teacher gives apersepsi and motivate students during a lesson | | | | | | 3 |
| B. Main Idea | | | | | | |
| 5. The teacher shows the subject matter using English POP songs and give the text materials to the students. | | | | | | 3 |
| 6. The teacher and the students discusses of the some words that the students do not know what the means. | | | | | | 3 |
| 7. The students listened to the English POP song and fill in the missing words. | | | | | | 2 |
| 8. The teacher asks to the students to write the | | | | | | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| answers in front of the class and correct together. | | | | | | |
| 9. The teacher and students correct together about the answers. | | | | | | 4 |
| **C. Closing Activities** | | | | | | |
| 10. The teacher and the students making summary about the theme of the song. | | | | | | 3 |
| 11. The teacher gives the students homework | | | | | | 3 |
| 12. The teacher closes the lesson | | | | | | 3 |
| **Total** | **39** | | | | | |
| **Average** | **3,25** | | | | | |
| **Percentage** | **65%** | | | | | |

In which                        Percentage

1. Very poor              0%-39%
2. Poor                    40%-60%
3. Enough              61%-74%
4. Good                  75%-84%
5. Very good         85%-100%

$$\text{Score} = \frac{Total\ score}{Maximum\ score} \times 100\%$$

$$= \frac{39}{60} \times 100\%$$

$$= 65\% \textbf{ (Enough)}$$

**Table 4.2**
**Students' observation in cycle I**

| D. Students Activities | Checklist | | | | | Total score |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. The students pay attention to the teacher explanation. | | | | | | 5 |
| 2. The students active in the class | | | | | | 4 |
| 3. The students concentrate to the teachers explanation. | | | | | | 2 |
| 4. The student confident to speak | | | | | | 3 |
| 5. The students confident to share their ideas and opinion in front of the class | | | | | | 2 |
| 6. The students able to answer simple question orally | | | | | | 3 |
| 7. The students ask the teacher or their friends if they find difficulties | | | | | | 2 |
| **Total** | **21** | | | | | |
| **Average** | **3** | | | | | |
| **Percentage** | **60%** | | | | | |

$$\text{Score} \quad = \quad \frac{Total\ score}{Maximum\ score} \text{x}100\%$$

$$= \quad \frac{21}{35}\text{x}100\%$$

$$= \quad 60\% \textbf{ (Poor)}$$

4. Reflection

Based on the data of the observation, the students activities in learning process were not maximal. It was caused many students did not pay attention to the teacher. Many students kidding with their friend when teaching learning process. beside that, there are many students were still confused to follow the material. The students' work in learning process was still less maximal. It could be seen from the less of students respond and interest in the teaching learning process.

To know how far the students' achievement in cycle 1, the researcher gave the students a test to know their competence in listening skill. From the result, she could calculate the mean of the score students listening result. The result of the evaluation test in cycle I was as follow:

**Table 4.3**

**Test Score in Cycle I**

| No | Students | Score |
|----|----------|-------|
| 1 | AS | 80 |
| 2 | AKA | 0 |
| 3 | DAZ | 90 |
| 4 | DJN | 100 |
| 5 | DAL | 30 |
| 6 | EF | 80 |
| 7 | FR | 70 |

| 8 | FS | 70 |
|---|---|---|
| 9 | FY | 80 |
| 10 | FA | 50 |
| 11 | YP | 100 |
| 12 | HD | 70 |
| 13 | IA | 80 |
| 14 | IS | 70 |
| 15 | IHA | 0 |
| 16 | KHN | 70 |
| 17 | MA | 0 |
| 18 | MIA | 60 |
| 19 | MIS | 0 |
| 20 | MS | 70 |
| 21 | MM | 80 |
| 22 | MF | 40 |
| 23 | NN | 20 |
| 24 | RA | 20 |
| 25 | SN | 50 |
| 26 | SMM | 100 |
| 27 | SPY | 50 |
| 28 | VK | 20 |
| 29 | WRL | 30 |
| 30 | WLND | 100 |
| 31 | ZAP | 10 |
| 32 | ZKA | 30 |
|  | **Total** | **1720** |

46

## Diagram 1

## The Diagram Score of Cycle I
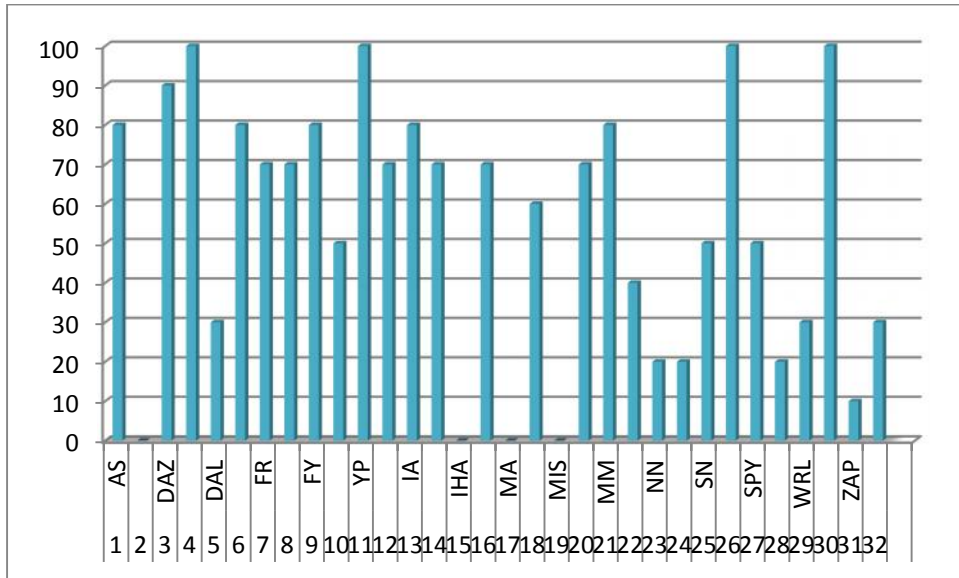


| | In which | Categories |
|---|---|---|
| 1. | Very poor | 0-39 |
| 2. | Poor | 40-60 |
| 3. | Enough | 61-74 |
| 4. | Good | 75-84 |
| 5. | Very good | 85-100 |

Mean of the students' score =

$$\frac{Total\ score}{Number\ of\ students} = \frac{1720}{32}$$

Mean of students score = 53,75 (Poor)

Based on the test result, the average of students' listening test in cycle I was 53,75. It could be concluded that a first cycle was poor. In first cycle, the researcher analyzed that some students still had difficult in listening to the English pop song. Also several students still confused to fill in the blank the liric of the songs. Based on the problem above the teacher conducted cycle II in order to improve the students listening skill.

**Cycle II**

1. Planning

The second cycle was done for first meeting on Tuesday, 6th September 2016. And Wednesday, 7th September 2016. Based on the result of reflection from the first cycle. From cycle I, the researcher discussed about what the weakness of action I. The problem such as there were some students still did not focus, and they difficult to identifying the missing words. The result from observation tells that was still low, it was needed another action in order to the next cycle made some improvement of the quality.

1) Arranging the lesson plan based on the teaching material.
2) Improving the teaching strategy.
3) Preparing the new English pop songs.
4) Preparing the sheets of observation.

2. Action

In this step, what had been planned in the planning would be done according to the schedule that was arranged. It was done the teaching scenario that had been planned by the researcher. In the cycle II was same with teaching

scenario in the cycle I, such as, the action divided into 3 steps; pre-listening, while-listening, and post-listening.

1) Pre-listening

   a. The teacher asked the students about their problems on the previous lesson.

   b. The teacher explained the problem.

   c. The teacher explained about the new English POP songs for the materials.

   d. The papers materials were given to the students.

   e. The students were given several minutes to read the material.

   f. The teacher leaded discussion of the some words that the students do not know what that means.

   g. The students listened to the English POP song and fill in the missing words.

2) While-listening

   a. After listening, the students write the answers in front of the class and correct together.

   b. Making a summary about the moral values/theme of the song.

   c. The song was played again and students sang along.

3) Post-listening

   a. Students listened to the song and answered the question.

   b. The song was played once, and asked the students whether they need to listen to the song again or not. If they do, the song was played one more time.

3. Observation

    a. The teacher conveyed the teaching purpose well, and motivated to the students also well.

    b. The teacher explained the material clearly and more interesting to the students.

    c. The teacher ability in transferring material was enough.

    d. The teacher encouraged to the students in order they be confident to listen.

    e. Tha students more enthusiast than before, it can be seen that many students more listened what their teacher explained the material.

**Table 4.4**

**Teacher's observation in cycle II**

| Teaching and Learning Activities | Checklist | | | | | Total score |
|---|---|---|---|---|---|---|
| Teacher's Activities | 1 | 2 | 3 | 4 | 5 | |
| A. Opening Activities | | | | | | |
| 1. The teacher opens a lesson with a greeting and opening prayer | | | | | | 5 |
| 2. The teacher checks students' attendance | | | | | | 5 |
| 3. The teacher prepares the class condition | | | | | | 4 |
| 4. The teacher gives apersepsi and motivate students during a lesson | | | | | | 4 |
| B. Main Idea | | | | | | |
| 5. The teacher shows the subject matter using English POP | | | | | | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| songs and give the text materials to the students. | | | | | | |
| 6. The teacher and the students discusses of the some words that the students do not know what the means. | | | | | | 3 |
| 7. The students listened to the English POP song and fill in the missing words. | | | | | | 3 |
| 8. The teacher asks to the students to write the answers in front of the class and correct together. | | | | | | 4 |
| 9. The teacher and students correct together about the answers. | | | | | | 3 |
| **C. Closing Activities** | | | | | | |
| 10. The teacher and the students making summary about the theme of the song. | | | | | | 4 |
| 11. The teacher gives the students homework | | | | | | 4 |
| 12. The teacher closes the lesson | | | | | | 5 |
| **Total** | **48** | | | | | |
| **Average** | **4** | | | | | |
| **Percentage** | **80%** | | | | | |

$$\text{Score} \quad = \quad \frac{Total\ score}{Maximum\ score} \text{x}100\%$$

$$= \quad \frac{48}{60} \text{x}100\%$$

$$= \quad 80\% \textbf{ (Good)}$$

**Table 4.5**

**Students' observation in Cycle II**

| D. Students Activities | Checklist | | | | | Total score |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. The students pay attention to the teacher explanation. | | | | | | 5 |
| 2. The students active in the class | | | | | | 4 |
| 3. The students concentrate to the teachers explanation. | | | | | | 3 |
| 4. The student confident to speak | | | | | | 3 |
| 5. The students confident to share their ideas and opinion in front of the class | | | | | | 3 |
| 6. The students able to answer simple question orally | | | | | | 4 |
| 7. The students ask the teacher or their friends if they find difficulties | | | | | | 4 |
| **Total** | **26** | | | | | |
| **Average** | **3,71** | | | | | |
| **Percentage** | **74%** | | | | | |

Score $\quad = \quad \dfrac{Total\ score}{Maximum\ score} \text{x}100\%$

$\quad\quad\quad = \quad \dfrac{26}{35}\text{x}100\%$

$\quad\quad\quad = \quad$ 74% **(Enough)**

4. Reflection

In the activity of cycle II has descriptived that the students getting in learning and motivating when learning process. The finding have proven that the students skills are getting developed. The students activity in learning process was enough maximum. They were more interesting in listening to the English pop songs. Some students asked to the teacher about the meaning of difficult words.

After whole activity has finished, the researcher assessed students' listening result as in first cycle. From the result, she could calculate the mean of the score students listening result. The result of the evaluation test in cycle II was as follow:

**Table 4.6**

**Test Score in Cycle II**

| No | Students | Score |
|----|----------|-------|
| 1 | AS | 100 |
| 2 | AKA | 80 |
| 3 | DAZ | 100 |
| 4 | DJN | 100 |
| 5 | DAL | 90 |
| 6 | EF | 100 |
| 7 | FR | 100 |
| 8 | FS | 95 |
| 9 | FY | 85 |
| 10 | FA | 100 |

| 11 | YP | 100 |
|---|---|---|
| 12 | HD | 95 |
| 13 | IA | 75 |
| 14 | IS | 100 |
| 15 | IHA | 90 |
| 16 | KHN | 100 |
| 17 | MA | 70 |
| 18 | MIA | 100 |
| 19 | MIS | 70 |
| 20 | MS | 90 |
| 21 | MM | 100 |
| 22 | MF | 70 |
| 23 | NN | 60 |
| 24 | RA | 45 |
| 25 | SN | 75 |
| 26 | SMM | 100 |
| 27 | SPY | 60 |
| 28 | VK | 90 |
| 29 | WRL | 55 |
| 30 | WLND | 90 |
| 31 | ZAP | 55 |
| 32 | ZKA | 70 |
| | **Total** | **2710** |

**Diagram 2**

**The Diagram Score of Cycle II**
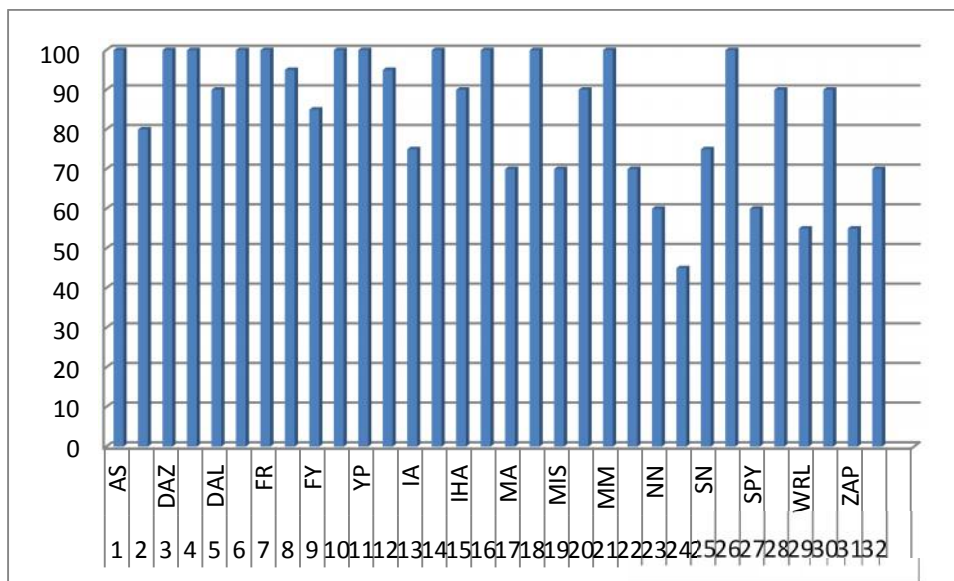


Mean of the students' score $\quad = \quad \dfrac{Total\ scoe}{Number\ of\ st dents}$

$$= \dfrac{2710}{32}$$

Mean of students score $\quad = \quad$ 84,7 (Good)

The analysis above shows that the mean of students' listening result of the second cycle was 84,7. It means that the students' listening value was good. It was better than previous one. There was in excellent improvement in this cycle. The researcher conclude that the problems with the improvements of students' listening using English POP songs were solved by the discussion and it is effective for teaching learning.

## B. Interpretation of Data Analysis

The researcher would like to know the result of the research. As mentioned in the previous above, the researcher wanted to know the implementation of using English POP songs to improve students' listening skill. In this research, the researcher used classroom action research. The purpose is to know whether their is improvement of students' listening or after being taught using English POP songs. In cycle I, the result of students' listening test was poor. To improve their listening test and assessment, then the teacher needed to continue to the cycle II. These the comparison of the result of evaluation test in each cycle. For details, we can see the following table and graphic.

**Table 4.7**

**Comparison Result Score of Students in Each Cycle**

| No | Students | Score of Cycle I | Score of Cycle II |
|----|----------|------------------|-------------------|
| 1  | AS       | 80               | 100               |
| 2  | AKA      | 0                | 80                |
| 3  | DAZ      | 90               | 100               |
| 4  | DJN      | 100              | 100               |
| 5  | DAL      | 30               | 90                |
| 6  | EF       | 80               | 100               |
| 7  | FR       | 70               | 100               |
| 8  | FS       | 70               | 95                |

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| 9 | FY | 80 | 85 |
|---|---|---|---|
| 10 | FA | 50 | 100 |
| 11 | YP | 100 | 100 |
| 12 | HD | 70 | 95 |
| 13 | IA | 80 | 95 |
| 14 | IS | 70 | 100 |
| 15 | IHA | 0 | 90 |
| 16 | KHN | 70 | 100 |
| 17 | MA | 0 | 70 |
| 18 | MIA | 60 | 100 |
| 19 | MIS | 0 | 70 |
| 20 | MS | 70 | 90 |
| 21 | MM | 80 | 100 |
| 22 | MF | 40 | 70 |
| 23 | NN | 20 | 60 |
| 24 | RA | 20 | 45 |
| 25 | SN | 50 | 75 |
| 26 | SMM | 100 | 100 |
| 27 | SPY | 50 | 60 |
| 28 | VK | 20 | 90 |
| 29 | WRL | 30 | 55 |
| 30 | WLND | 100 | 90 |
| 31 | ZAP | 10 | 55 |
| 32 | ZKA | 30 | 70 |
| | **Total** | **1720** | **2710** |
| | **Mean** | **53,75** | **84,7** |

Based on the table above, in cycle I was about teaching and learning process and the assessment. In this activity, the teacher taught listening skill using English POP songs as a media. Then the researcher gave the evaluation test for cycle I. The total of listening test was 1720. The mean of the result was 53,75. It concluded that a first cycle was poor. Its mean this research needed to continue to Cycle II.

In cycle II, the teacher reviewed the previous lesson and the new of English POP songs as a media in teaching and learning process. In the students' listening activity, the teacher guided them in listening. The researcher noticed that most of the students felt easier to listen to the song, because they could arrange the missing words by good. They could develop their listening and felt interested in listening to English POP songs. The total score of cycle II was 2710. The mean of the result was 84,7. It concluded that the students' listening value was good. It could be seen from their listening test result.

Based on the data which took from the result of listening test above, the researcher also interpret the data from teacher and students activities.
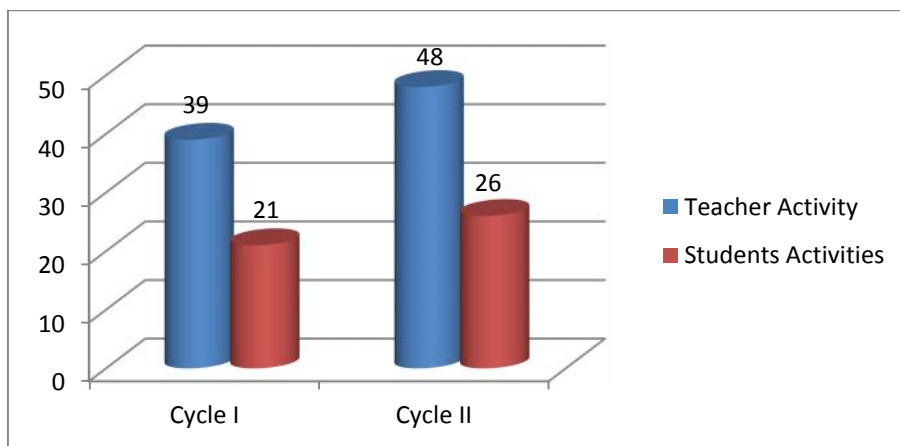
**Table 4.8**

**Comparison score of teacher and students activities in each cycle**

| Teacher's activity | | Students activities | |
|---|---|---|---|
| Cycle I | Cycle II | Cycle I | Cycle II |
| 39 | 48 | 21 | 26 |

**Diagram 3**

**The Diagram score of teacher and students activities in each cycle**



**Table 4.9**

**Comparison percentagies of teacher and students activities in each cycle**

| Teacher's activity | | Students activities | |
|---|---|---|---|
| Cycle I | Cycle II | Cycle I | Cycle II |
| 65% | 80% | 60% | 74% |

**Diagram 4**
**The Diagram Percentagies of Teacher and Students Activities in**
**Each Cycle**
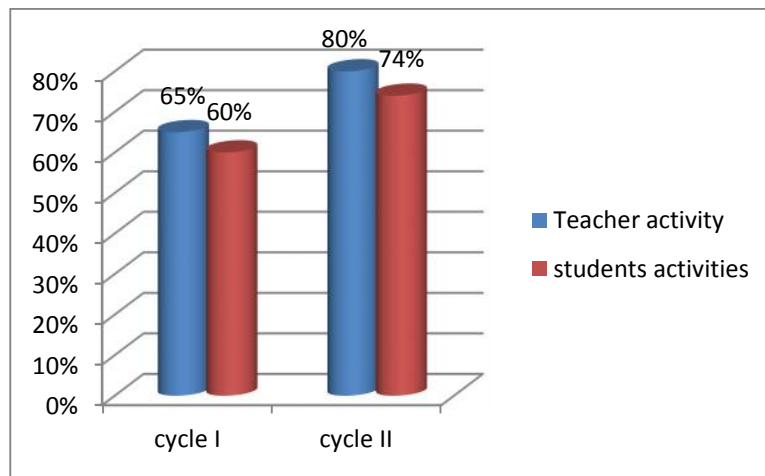


From the diagram above can be concluded that during learning and teaching process, the Cycle I, there were 60% students got poor participant. Many students did not paid attention to the lesson. They were talked with their neighbor, the teacher needed more strategy to made the students attention to the lesson. In cycle II, the students' activities was 74% it is got enough participant. They more paid attention to the lesson and understood with the teacher explanation and direction.

**Table 4.10**

**Comparison the average of students score on cycle I and cycle II**

| No | Cycle | Mean |
|----|-------|------|
| 1 | Cycle I | 53,75 |
| 2 | Cycle II | 84,7 |

**Diagram 5**

**The Diagram of Whole Mean Score**
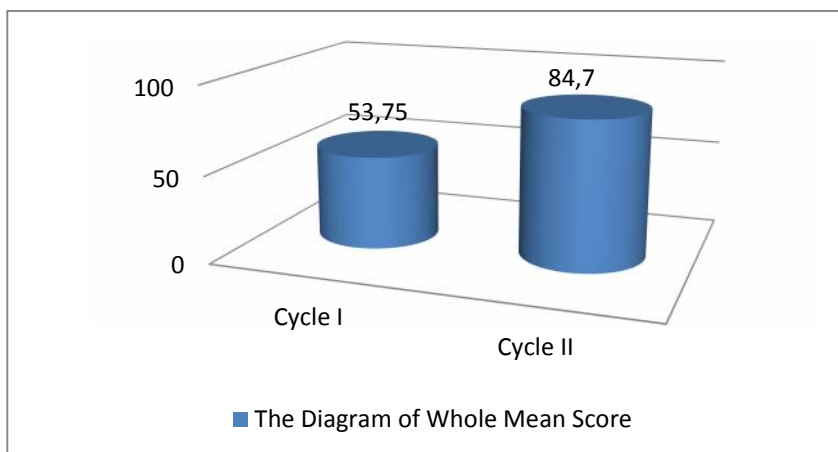


In the first cycle, the average result was 53,75; the teacher began use English POP songs to teach the students. In teaching learning process, there were many students joined the class when the material given by the teacher. They paid attention to the lesson, although some students still confused with the teacher direction. Because that they never using song in learning process before. But it could be interested and motivated for their teaching and learning process.

In the second cycle, the average result was 84,7. In this cycle was better than before, in this cycle reported that they were getting interested in learning and improving their language skill. All activities in this cycle run well. According to the researcher, it was caused with their interesting using English POP songs.

From the result of observation and listening test, the resercher continued to interview the students. This interview aims to find out whether they liked to learn listening skill using English POP song and felt interested when learning process. From the answers of students, they felt enjoyed when learning listening using English POP songs and they more interested and paid attention in learing process.

It showed that there was significant improvement in students' achievement. Furthermore, there was also improvement from observation sheet and from cycle I to cycle II.

# THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Ana Maimanah, SRN. 122301257 have been approved by the Board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education Department Faculty of Education and Teaching Training the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

Serang, October 27, 2016

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## DEDICATION

This research paper is dedicated to my beloved parents as my perfected teachers: Mr. Mad Hurani & Mrs. Halisah (Almh), Also to my beloved sisters and brothers as my best families.
Thanks for all advice, suggest, help, and prayer. I love you.

# A BRIEF BIOGRAPHY

The writer, Ana Maimanah, was born in Serang, on Januari 16, 1994. She is the last child out of five, of Mr. Mad Hurani and Mrs. Halisah. She finished her elementary school at SDN Banyuwangi I in 2006. Then, she finished her junior high school at MTs Al-Jauharotunnaqiyah Buah Gede kecamatan Pulo Ampel, Serang-Banten, and finished senior high school at MA Al-Hasyimiyah Ciwandan, Cilegon, Banten. Then, she continued her education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, The State of Institute for Islamic Studies "Sultan Maulana Hasanuddin" Banten.

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