

Exploring Teacher's Strategy in Teaching Listening through Songs at Eleventh Grade of SMA Walisongo Gempol

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Abstract

English is one of the international languages that all people, especially students, must master. English is not only about reading but also speaking and listening. Therefore, listening material has been received up to the senior high school level since the junior high school level. In this listening lesson, a teacher must have the right and fun strategy in conveying material to students. In this study, researchers used interviews with teachers and made observations. The results of this study show that the two teachers have different strategies for conveying listening lessons. The first teacher used the 'Word Chain Song Game' strategy and the second teacher used the 'Guess the Meaning of Lyric' strategy. Each strategy is unique and has been adapted to class conditions and students' abilities. Listening comprehension is conveyed to students not only by listening to native speakers speaking but also by playing songs. Listening learning in this research, teachers use game-based learning strategies.

Keywords: Song, Listening, Teacher's Strategy

1. INTRODUCTION

Listening is a part of skill in English learning. English is a language which is expected to be mastered by every people to be able to compete in the world like now. Even though it's countless the number of languages that exist, but has been recognized that English as language of instruction in social international. This is evident from the demands of favourite college, both inside or abroad, which requires prospective students to pass the English language test by defined standards such as

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IELTS and TOEFL (Budiasih, 2020). In fact, English is important because every company requires prospective workers to communicate actively in English. That reason indeed can't be separated from increasingly technological developments unstoppable. Most product technology uses English as a promotional medium.

To facilitate the need for people will master the English Language, good educational institutions, formal and informal developed in public. Like training or courses English. As a legal institution, school is a place to learn for free and able to equip students' English ability. By hence, English began to be taught. In elementary school to college. But the big question is why for years of study English in para formal school students are unable to communicate effectively active? From this case because the teachers are more often teach what is English than how to use language English in association. Other reasons is the students need to be taught how is English spoken in real life. They just taught English according to textbooks, while those they really need is language used in the context of life daily. A teacher must begin to change the concept that learning must be done seriously and rigidly (Sylla, 2014).

Teacher as one component education that has a role important in carrying out the process learning is required to be able to present effective and successful learning use in accordance with the mandate. Many things What teachers can do include selection of media and learning materials in accordance with the above objectives. By knowing the order of skills in language, we realize that Listening is a must skill mastered first before skill other. Effective and fun learning media will influence students in learning English. There are four aspects of language skills taught in English subjects, reading, writing, listening and speaking. Of the four aspects above, one aspect that is difficult for students to learn is listening. Many students have difficulty understanding words or sentences spoken in English verbally. So far, the listening learning method is still rigid by only providing exercises through conversation as in the TOEFL (Sylla, 2014).

One of the effective and interesting English listening teaching strategies is to use song media in the learning process. Each teachers have their own strategy giving material in listening. After the listening section, the teachers have a game but in different type. Mrs Tasriq with 'Word Chain Song Game' and for Mrs. Maria with 'Guess the Meaning of Lyric'. Songs can motivate students to listen continuously and imitate the pronunciation sung by their favorite singer (Suwartono, 2019). The song, especially in the chorus, provides catchy lyrics, such as words or phrases that are spoken frequently and repeatedly. Songs are like text that speaks. Songs consist of authentic music, very natural informal language, and easy to hear (Lee & Chuan-Lin, 2015). A study states that someone who sings words or phrases from foreign language songs in learning, his speaking will be twice as good (Ferreira & Overy, 2013). Songs have a variety of expressions and phrases that will give children natural language. Songs can also practice grammar through their lyrics (Saricoban & Metin, 2010). Through songs, it will stimulate students to practice listening in a fun way and imitate the words in the song. Naturally, they come into contact with English quickly and enjoy the process.

Songs are one of the most engaging and culturally rich resources available for use in language classes. The word song refers to pieces of music that feature lyrics, especially popular songs like those heard on the radio (Griffie, 1992). In the same

vein, (Griffiee, 1992) claims that songs share characteristics with speech and poetry, yet they are a distinct form. Songs and speech are both vocally generated, linguistically meaningful, and melodic in nature. Songs and poetry both employ words to express meaning, are normally written down before being published, can be set to music, and can be listened to. Finally, it demonstrates that a song is a musical composition consisting of words, verses, or poems.

So, from the statement above, it can be concluded that this research refers to the strategy of each teacher in providing listening material to students where this discussion follows the title 'Teacher's Strategy in Teaching Listening in Activities Through Songs at Eleventh Grade of *SMA Walisongo Gempol*' that the authors created. It is hoped that students with listening material using song media, it can be understood and can add new vocabulary knowledge.

2. METHODS

This study used qualitative research. Sherman and Webb (1988) argue that qualitative research is something someone sees or achieves in their social life. Qualitative research we describe the condition and the fact of the object that we want to analyze it (Bogdan and Biklen, 1982) qualitative research does not use the number when we collect the data. The data consist as documents, picture, and interviews with the teachers.

This research got the data from observation and interview to the English teachers in *SMA Walisongo Gempol*. The researchers observed about teacher's background. Teacher 1 is TS is a female English teacher 46 years-old. She is graduated from Universitas Islam Malang. She is a Bachelor of English Education-S1. Her experience as a English Teacher in *SMA Walisongo Gempol* about 20 years. Teacher 2 is MU is a female teacher 48 years-old. She is graduated from *Sekolah Tinggi Bahasa Asing Malang (STIBA Malang)*. She is a Bachelor of Literature-S1. Her experience as a English teacher in *SMA Walisongo Gempol* about 22 years. The researchers did the interview with English teachers with fifteen questions. There are have three aspects in fifteen questions. The questions were adopted from (Rina, 2021). This study used qualitative method, so the researchers described the process got the data until explain what is the result.

3. RESULTS AND DISCUSSION

Results

From the previous chapter, the researchers have a problem formulation, namely, what is the English teacher's strategy in conveying, teaching, listening, and learning to eleventh-grade high school students with pleasant learning situations and conditions that are easy for students to understand. The researchers interviewed the English teacher of *SMA Walisongo Gempol*. Researchers also make observations when learning takes place how the teacher provides material according to essential

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competencies and has strategies for students in listening learning, so students can understand lessons easily and according to learning contexts.

The researchers interviewed by giving 15 questions to the English teacher at *Walisongo* High School. Each of the 5 question items has each aspect. The first five questions have elements of the teacher's interpretation in the listening teaching session. The second five questions have aspects of implementing the teacher's strategy in the listening teaching session. And the third five questions have aspects of assessing and giving students feedback.

Giving feedback to students aims to correct deficiencies and increase various advantages after studying the material the teacher has taught. In this study, teachers have difficulties and challenges in teaching listening. From the two teachers have been interviewed, they said that not all students have a good enough understanding. Each student has a different understanding and understanding. Students also have different backgrounds and learning motivations. Some students already have a background in mastering English well and could be better. Learning motivation is also needed so that students can achieve new standards of value and knowledge. Some students need to improve at speaking English and understand it, but they want to keep learning and trying it.

The Result of the Interview with the First Teacher

This interview has three aspects in every section of the questions. Now, the researcher wants to describe from the first aspect: Interpretation of the Teachers in Teaching Listening.

According to the English teacher have been interviewed, the use of strategies in learning listening is very important. because, listening strategy is how we as teachers convey listening material easily understood by students and students feel that nothing is difficult when the listening session takes place. Listening strategies can be adapted to class conditions, student abilities and learning facilities. We can develop or create our own listening strategies. If the listening strategies are deemed less effective, we as teachers must change and look for other listening strategy references. From choosing and giving strategies in the listening session for students, the goal is for students to be able to accept the material that the teacher has conveyed. In addition, students are expected to be familiar with native speakers and be able to understand what native speakers are talking about. In addition, students are expected to be able to communicate well when using English. The use of strategies in learning, especially in listening learning, is because, with a listening strategy, the teacher hopes that students will get and understand the primary material conveyed by the teacher.

In selecting and using strategies in listening learning, the teacher has chosen a listening strategy in learning English according to the material and the student's abilities because each student has different skills. The teacher provides listening material with song media. The songs that were chosen also adjust to what students like. The listening strategy given is also readily accepted by students with a touch of the game in this strategy. The teacher prepares the class before starting the listening session, and the first is to condition the students. Second, prepare speakers and laptops. Third, the teacher prepares student worksheets to complete the missing words. fourth, namely, after completing, students do games called 'Word Chain Song Game'. where each student sings the lyrics in conjunction with the next student. The second aspect is implementing the teachers' strategies in teaching listening

comprehension. where a teacher applies listening learning strategies to students so that these students have learning concepts and understanding. a teacher provides a listening learning strategy using the 'Word Chain Song Game' approach, but the first thing the teacher does to students is to provide stimulation, keywords that aim to give students an overview before learning. After the listening session ended, the teacher asked the students to think about the moral message of the song the teacher had given. a teacher does not only prepare his students when they start a listening session.

A teacher also carries out activities such as preparing learning tools and materials, preparing students when they will start the session, and telling and giving directions on how to play the games. then the listening session begins. As a strategy, the teacher does games as a learning attraction for students. Then at the end of the listening session, students gave a moral message from the song the teacher gave. Every lesson, and every learning strategy that is applied sometimes has obstacles. usually these constraints from how the student follows the learning process. whether the student does not pay attention or it could be from the students' different abilities. for the strategy that the teacher gave, there was no problem but returned to the students' own abilities. Some students do not know the vocabulary of the song and make them less able to convey the moral message of the song.

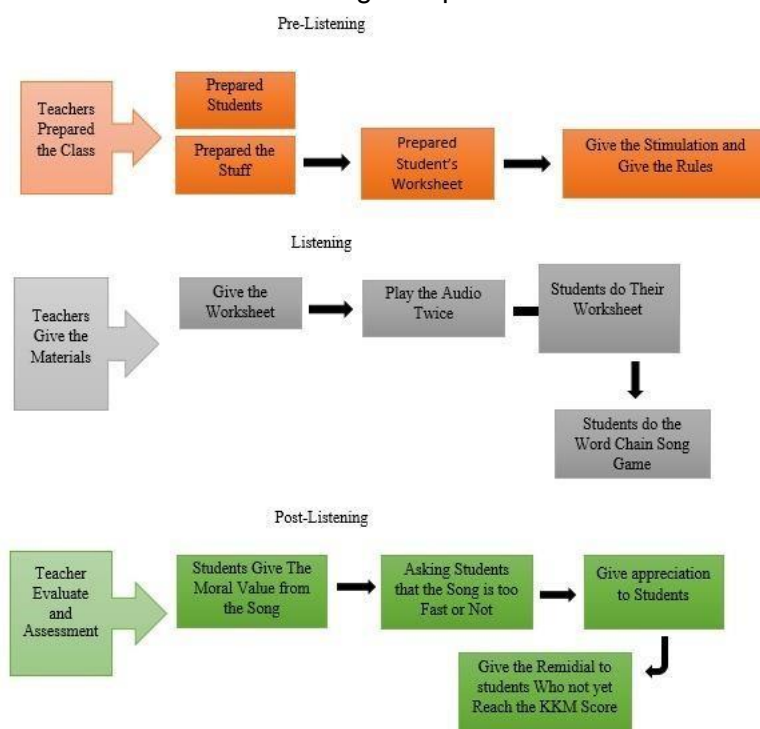
This third aspect is Assessing Study Feedback, an aspect in which a teacher can usually evaluate the learning outcomes of his students and can even evaluate the learning strategies that the teacher provides. The purpose of this evaluation is to determine to what extent students understand the material that the teacher conveys and to what extent this learning strategy can be accepted and understood by students. A teacher is also important in terms of assessing the extent to which the strategy that the teacher gives to students is to see how during the learning process, how far they understand the material, and how easy it is for students to accept the listening strategy that the teacher gives. if the three things above are lacking, then the teacher must innovate and find strategies that are suitable for all students.

The importance of assessing listening strategies in this lesson is because their knowledge and understanding depend on how the teacher conveys the material, creating a good and comfortable classroom atmosphere. if students are not comfortable, they will be lazy with the material to be delivered. Listening learning takes place, and all students follow it until the listening learning session is over. When this session is finished, the teacher asks students to give a moral message from the song played and sung together. After the activity ended, the teacher evaluated the learning activities that day. asking students whether the music is too fast or not and whether students have encountered the vocabulary in the song lyrics. Then I appreciate each student and provide input to do more listening sessions alone or in groups. It is hoped that students will be familiar with the native speaker's voice and understand what they are listening to.

All learning activities, models, and strategies, especially in a teacher's listening session, must have constraints and problems. It is very natural in the world of school and teaching and learning. According to the teacher whom the researcher interviewed, the teacher had issues with assessment. Not all students like English, and also every student has different abilities. Their language background is also diverse. We as teachers must take an approach and provide learning motivation so that students are more enthusiastic about learning, especially in this listening session. Differences in students' language backgrounds, differences in students' abilities, and student learning motivation can lead to a lack of scores that reach the specified KKM

standards. in this case, a teacher does a remedial. Still, before the teacher gives a remedial, a teacher provides practice such as a simulation so that students better understand the concept. Look at Figure 1 to understand the process of listening comprehension.

Figure 1. The Process of Listening Comprehension from the Teacher 1



The Result of the Interview with the Second Teacher

According to the second teacher whom the researcher interviewed, the meaning of the listening strategy is a way to make listening material easy to understand. not only easy to understand but how students feel comfortable when learning to listen. as a teacher also thinks about how the strategy is in accordance with student input. because each student has different comprehension and abilities. Every learning and learning strategy, especially listening learning has a purpose. The purpose of using and providing strategies that are appropriate to student input in education is so that the goals we want to achieve can be easily accomplished and can be readily accepted by students. These goals are like training students to better understand native speaker conversations, understand material correctly and in context, and also train student focus.

Strategies are needed to support the teaching and learning process's success. Learning strategies are not only for honing reading, writing and speaking skills but also strategies are necessary for listening learning because the importance of teaching listening and having a strategy in education is very crucial because it is easier for students to get an idea or concept for a given listening lesson. As a teacher, you must be wise in making decisions, especially decisions about what learning strategies to provide to students. How to choose a strategy that is suitable for students as a teacher or educators, we must understand our students to what extent their general English proficiency is, then we determine the strategy. Students can also guess the meaning of a vocabulary so that the class situation is more fun and creates a proactive class enthusiasm for student learning.

In the listening session, facilities must support the learning process. If there are not enough facilities, then the listening-learning process will not run well. Being a teacher, you must pay attention to the means of student learning. The first is to prepare the speakers. Secondly, prepare the audio to be given. Third, prepare a laptop and projector. Then we as teachers can start class and provide listening material by the basic competencies and the curriculum.

This second aspect includes how a teacher implements listening strategies for his students. This teacher teaches listening, referring to essential competencies in each lesson according to what is mandated by the curriculum. So far she teaches listening strategies to students by 'Guess the Meaning of Lyric' each vocabulary that is difficult to understand and guessing the incomplete vocabulary on the worksheets that teacher's provide when learning listening. In listening activities, the teacher applies the strategy of giving several slides about vocabulary or songs that I will give to students so that a concept is formed that leads to listening material. If students have formed concepts in their thinking, it will be easier for them to follow this listening process.

From this listening session there are steps and activities carried out by the teacher and students, namely. for the steps that the teacher does before starting learning is. First, the teacher prepares the hardware and the audio. Second, play and repeat the audio twice. Third, the teacher does the questions and answers with the students and gives them feedback. The teacher does three sequences of activities before giving learning, namely pre-listening-listening-post listening. pre listening, namely giving songs or vocabulary that the teacher will give so that students get the concept of what will be learned. The second is listening, that is, when I am giving the material for the song and the students are listening to it. The third is post listening, which is when the listening session is over and discusses the contents of the song that the teacher has given. besides translating difficult vocabulary and completing missing vocabulary on the study paper sheets that I have provided.

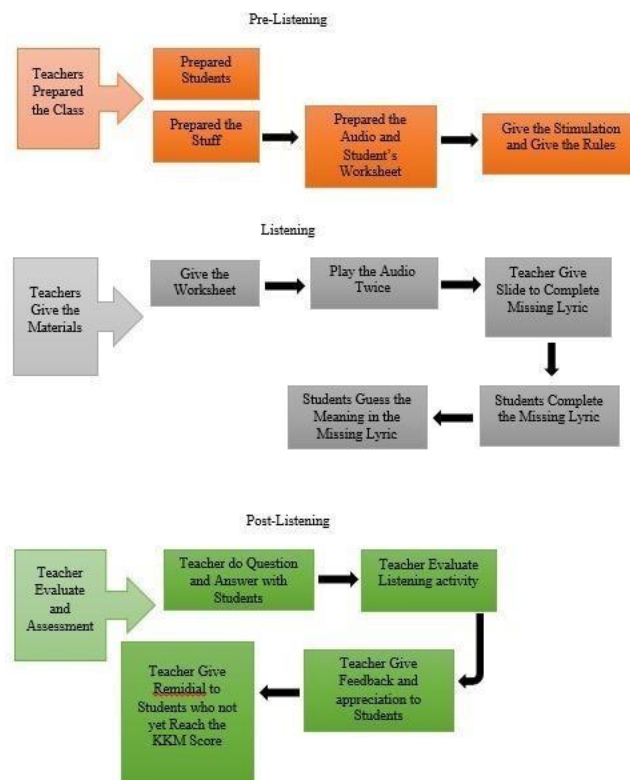
All learning, especially in listening learning, cannot be separated from constraints and problems. but as a teacher must be able to overcome and provide solutions. The problem in learning with the strategy that the teacher has given is that each student has different abilities. here as a teacher should pay a little more attention to those who have less ability to learn listening. The teacher also plays the song 2x so that the student can really catch the incomplete vocabulary on the learning sheet. After completing the incomplete vocabulary, students are asked to guess the meaning of the vocabulary.

Enter the third aspect. in this third aspect where the teacher conducts assessing study feedback. as a teacher must be able to assess how successful the learning is, whether students really understand the material. Having a strategy in learning listening is very

important. because students can easily get the concept and easily understand the context of the audio. assess the teacher's own strategy by observing how many students are unable to understand and get the concept from the audio that I provide. The more students find it difficult to understand the context, it means that the teacher has to change his listening learning strategy. Teachers also need and learn to improvise learning strategies. According to the teacher it is very important in assessing listening learning strategies. because the learning strategy that the teacher gives will have an impact on the ability of students as well.

Every lesson, whatever it is, there must be an evaluation that aims to find out the shortcomings of the study session that day. The teacher evaluates the listening learning activity. There are three points for the evaluation, namely a) whether students can understand. b) whether students can follow the lesson. c) assess the results. for constraints and problems in this step to evaluate, the teacher felt that there were no crucial problems and constraints. It's just that some of the students do need more attention from the teacher. from this learning and listening session, there must be students who have not reached the target grade standard. If students cannot reach the KKM, the English teacher will evaluate the learning strategies that the teacher provides. After the teacher provides a new strategy, the teacher also provides remedial training for students who cannot reach the KKM score. Look at the figure 2 to understand the process listening comprehension.

Figure 2. The Process Listening Comprehension from the Teacher 2



B. Discussion

On the findings from the problem formulation that the researchers took, that each teacher has a strategy in delivering material in different listening sessions but they still Exploring Teacher's Strategy in Teaching Listening through Songs at Eleventh Grade of SMA Walisongo Gempol

pay attention to the abilities of their students and also follow the applicable curriculum. As a researcher, you must be able to make connections between theoretical studies and the findings of previous researchers. This paper describes the relationship between previous and current theories. In the previous research conducts that on listening skills using English song media in class X. Research from the previous journal uses theoretical studies according to (Suwartono, 2019) One strategy for teaching English listening that is effective and interesting is utilizing song media in the learning process. Songs can motivate students to listen continuously and imitate the pronunciation of their favourite singers.

The formulation of the problem from the journal is the limited learning media used. Less developed learning methods. Lack of English listening skills and lack of interest in learning listening. This research produced data in the form of qualitative data which contained those students would be happier and think that English is easy, especially for listening with good teacher delivery of material and implementing fun learning. The purpose of fun learning is so that students don't get bored easily and build confidence in learning by listening.

Every researcher in writing his research has his own ideas. in this second journal written by (Paulina, 2019) discusses how the influence of songs on vocabulary (verb) mastery by STIPAS students. This research is experimental research using pre-test and post-test research designs. Measurement of student vocabulary mastery using the form of a sentence completion test. Vocabulary mastery whose focus is on verbs makes it easy for students to make sentences in English. Based on observations made on students, vocabulary that specifically emphasizes verbs is not mastered optimally. Learning activities using verbs adapted to tenses also look less than optimal and boring. it is very natural to happen. Even senior high school students will experience boredom if learning is without anything interesting. Therefore, researchers in this journal provide listening lessons using songs as a learning medium with the aim of learning vocabulary that students do not understand.

More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. According to (Sanaky, 2013) explains: "Media is a tool that has the function of conveying messages. Learning media is a tool that functions and can be used to convey learning messages. So it can be said that the form of communication will not run without the help of a means to convey the message. According to Wardah (2005) reveals that songs are a means of information and education for the state and for society. As a means of information, songs are a means of conveying the expression of a poet's heart or feelings to listeners. These forms of research were carried out on semester II students for the 2018/2019 academic year, a total of 27 students. in the journal takes theoretical studies according to the stimulus that can be used as a medium, including human relations or interactions, reality, moving images or not, writing and recorded sound. The findings of this study are based on observations during the learning process, the use of song media is very attractive to students. This is evidenced by the enthusiasm of students to take part in learning. This is in accordance with Arsyad (2015: 21,23) that the positive impact of using media as an integral part of learning in the classroom is to make learning more interesting so that it attracts attention and keeps students awake and paying attention. A comfortable class atmosphere with slow beat songs that are given makes learning English light and not boring. this proves that songs have a pretty good impact not only for entertainment but have a good impact on learning English for mastery of vocabulary material with listening sessions. this is the same as the

findings I got in the scientific article I wrote. My discovery is that the teacher gives listening material to eleventh grade students with song media and at the end of the listening session, the teacher gives directions to guess from the vocabulary mentioned and students will choose to make sentences from that vocabulary, before those students are asked to guess the meaning first formally. Research from this third researcher compiled by (Wahyuni, 2019) with the background of the problem What are the basic listening competencies used by students in listening classes and how are student's listening competencies implemented in listening classes. The author uses song media as his listening lesson. This author uses data collection methods using qualitative data where the writer describes what the writer finds. in the author's article there is a theoretical study According to (Sherwyn Morreale, NCA Associate Director, Rebecca B. Rubin, Kent State University, and Elizabeth Jones, 1998) West Virginia University explain in order to be a competent listener basic, a person must be able to listen with literal comprehension. Specifically, the basic competent listener should be able to demonstrate the following competencies by demonstrating the abilities included under each statement.

According to Sherwyn Morreale's theory, my findings have something to do with the results of my interviews with teachers. The teacher answered my question. Students need to be able to have listening skills in English because the teacher expects these students to be able to understand the delivery of material using English and also train students to be able to communicate well with native speakers. But indeed, in this era, many students have instilled the thought that English alone is difficult, especially in listening sessions. This could have happened from internal and external factors from the students themselves. Internal factors may be that these students want to learn but lack motivation from parents and lack learning facilities for them. for external factors, it could be from friends and the environment that are less supportive of learning English. this happens a lot around us. We as teachers and prospective teachers must understand students who are like this, continue to approach them, and give understanding so that students get back to learning motivation again.

The research from the fourth researcher took researched how to apply English songs at the junior secondary level in the listening session. With the formulation of the problem, how the implementation of English songs used by the teacher in the listening class for eighth-grade students and what difficulties the teacher experienced when implementing it. researchers used qualitative data methods in retrieving the data. Researchers get data and information from the formulation of the problem above: the teacher does pre-listening, while-listening, and post-listening. this is the same as what I got from my interview with the Walisongo Gempol High School teacher. He said that with these three steps, it was hoped that students would get the concept of learning before starting. It can also stimulate students to be more proactive in learning.

The researchers followed a theoretical study according to (Aryana and Apsari, 2018), stated that some difficulties in teaching listening are often faced by teachers. They are external and internal factors. First, the external factor is a kind of problem that is coming from the outside of the individual, for example, all the equipment like the teachers' facilities in teaching listening such as LCD, audio, microphone, sound system, etc. Second, the internal factor is a kind of problem that comes from the individual inside, for example, like teacher skills in managing classes, settings, and others. In learning cannot be separated from the constraints and problems. like the theory according to (Aryana and Apsari, 2018), which has little to do with my research. that teachers and students also have constraints. A teacher has problems. Sometimes there are students who are lazy in participating in learning, sometimes there are

students who are also difficult to accept the material. Her as a teacher provides direction and evaluates what learning strategies are suitable for their students.

From the research results of this fifth researcher, the authors obtained descriptive qualitative data. the author writes down the formulation of the problem what is the teacher's strategy in conveying listening material. The data shows that the English teacher uses involving students in listening, asking questions to help students, and using audio recording. Both of them, the researcher finds more focus on engaging students in listening than the other strategies. the researcher uses theoretical studies according to (Nurlaili, 2014) found that strategies in teaching reading comprehension use four strategies, they are: memorizing strategy, question answer strategy, game and discussion strategy. With those strategies, students can easily understand the text of reading comprehension. the same as from the data I got from interviews with Walisongo Gempol high school teachers. the teacher uses learning strategies in listening sessions with games.

The goal of giving games or implementing fun learning is so that students really enjoy learning listening. not afraid or can trigger their laziness to learn. The theoretical study above has little to do with the data I have as the author of this scientific article. fun learning doesn't have to be games. Fun learning can be done with group study, unique learning media, questions and answers and more. as a teacher must remember that strategies in education also adjust the abilities of their students. always do evaluations after teaching and learning, developing learning media and learning strategies.

6. CONCLUSION

Based on this research and compiled by the author using qualitative methods can conclude the problem in this article. This article has a problem and goal: What strategies do the teachers use in teaching listening class through songs? and to find out the English Listening method applied by the teacher. Each teacher has a different listening strategy to give to their students. the first teacher has a listening strategy using the Word Chain Song Game method and the second teacher has her own strategy using the Guess the Meaning of Lyric method. each of these methods has its own uniqueness, and the teacher has adjusted it to the class conditions and the abilities of their students. From this strategy, a teacher hopes that students are more active in learning and listening so they can understand learning and communicate with native speakers.

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