

THE USE OF ADELE’S SONG TO IMPROVE STUDENT’S LISTENING SKILL: A CASE OF THE TENTH GRADERS OF SMA KESATRIAN 2 SEMARANG IN THE ACADEMIC YEAR OF 2021/ 2022

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Abstract

This research is aimed to find out how English songs can improve the listening skills of senior high school students. The main object of this research is Adele’s song entitled “Don’t You Remember”. Although they are easy-listening songs, in general students can not understand what Adele said in her songs. The reason why the writer conducts this research is because the students of SMA Kesatrian 2 Semarang still have difficulties in listening, they have problems with vocabulary or unfamiliar words. To analyze this research was made with quantitative methods. Based on the research findings, it can be concluded that the average score of class X-IPS.1 in the pre-test section is only 66,8. It is below the minimum standard score (KKM) which is 75. Meanwhile, among 30 students, only 2 students with a very good level (6,7%), while others need serious treatment. To achieve mastery learning in English, the researcher uses English songs in learning process. By listening songs as in the learning process, the average score of class X-IPS.1 in the first cycle raise up to 80,0. It is passed the minimum standard score (KKM). But among 30 students, only 8 students with a very good level (26,7%). So the researcher continues with the second cycle. Students felt comfortable and enjoy the learning process. It was very important because it will improve their self confidence and is the end they will be interest in learning English. The second post-test result averaged was 96,0 and 100% improved.

Keywords: Listening Skill, Song

a. Introduction

It is unavoidable that language has become a part of people’s life. Language is a vital communication tool that plays such important roles in people’s lives as to share ideas, demonstrate intention, and convey a message to other people. Without language, they are in a vacant and silent situation – no communication, no shared ideas, and no information which can lead to sight and knowledge enrichment. The more evident result of communicative circumstances is that they are not socializing with others. It is also presented by Kramsch (1998:3) that language is a principal means by whereby we conduct our social lives. Bradford T. Stull defines language as a communicative device, without a doubt. It is used to question, demand, plead, whine, moan, praise, love and hate. It is also the expression of people’s attitudes and people’s beliefs.

Listening as one of the essential abilities of language assumes a critical part in language learning. English proficiency consists of the four basic skills of language, these are listening, speaking, reading, and writing. In daily activities, people spend most of their time listening to things, such as music, lectures, and utterances. Islam (2012: 206) states that listening is very important in communication with others. Learning a foreign language and comprehending

spoken language in listening activity is not easy, some say it is difficult, mainly because what people listen to or heard is strange in their ears.

Sometimes, people do not communicate with others directly but also communicate through songs, poems, prose, etc. We cannot separate songs from daily life. The song is a kind of literary work, it is also a kind of musical expression in the form of oral and written form. Eady and Wilson (2004:243) confirmed that various studies prove that music contributes to a learner's academic achievement, motivation, and creative development. They conclude that music helps one to learn more, and more effectively. Music contributes to all of education. The learner benefits by enhancing key developmental goals such as self-esteem and creativity. The musician chooses words to make the lyric become good enough to listen. The musicians use the meaning of the word in combination and the context in which they occur, and the writer tries to arrive at what the musician intended his message to convey.

Every song always has a message to give the reader an understanding of the content of the song. Singers deliver the message either lexically or contextually in their lyrics. Lyrics can be described as something from musicians' messages to others (hearers). Therefore, lyrics can be used as one form or mean of communication among people.

This research is aimed to find out how English songs can improve the listening skills of senior high school students. The main object of this research is Adele's songs. Although they are easy-listening songs, in general students can not understand what Adele said in her songs. The reason why the writer conducts this research is because of the students SMA Kesatrian 2 Semarang still have difficulties in listening, they have problems with vocabulary or unfamiliar words. Therefore, the writer thinks that there should be an alternative way that can be applied which is hoped to be useful in improving students' listening skills. The writer argued by using songs will be easy to gain success in their listening goal.

Based on the background of the study above, the writer is interested to analyze how English songs can be used to improve the listening skills of senior high school students and wants to describe it furthermore to be made as a final project entitled **“THE USE OF ADELE’S SONG TO IMPROVE STUDENT’S LISTENING SKILL: A Case at the Tenth Graders of SMA Kesatrian 2 Semarang in the Academic Year of 2021/ 2022”**

b. Literature Review

- c. The writers explain the earlier research done by another researcher in a literature review. It is divided into a review on English teaching on listening, song, and conceptual framework.

Previous Study

The first study was entitled “Factors Affecting the Learning Listening English.” by *Kurniawati (2019)*. The research is to examine where the difficulties are from internal factors and external factors. The writer used descriptive qualitative approach. The results of this exploration set up that the factors causing difficulty in harkening to students are; declining health conditions or illness, the fugitive material, a lack of support and training to ameliorate English listening whether with their classmates or with native speakers.

The second study was “The Effectiveness of Teaching Listening Comprehension Through English Songs at Eleventh Grade.” by *Setiyawan (2014)*. This research was to find out whether there is a significant improvement of students' listening ability and to find out the problems

faced by the students. The sample was eleventh grade. The conclusion was English songs could improve the students' listening comprehension better and overcome the problems the students faced during treatment (Kurniawan: 2014).

The third study was "Using Video to Improving Listening Comprehension of Fourth Grade Students." by Ariawan (2020). The results of the validity test showed that the question of the listening skill test was in the valid category. The students had a listening skills test and the result was analyzed with inference statistics. The results of the research showed that students who were treated with video had better listening skills than students who were not. Moreover, the researcher concludes that the video effects on the listening skill of fourth-grade students.

Listening

Howatt (1974) state that listening is the capability to identify and understand what others are saying. It is a process to implicate understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. This theory explains that listening is not only recognizing the sounds but also getting the meaning of the word.

There are five stages of listening process. They are hearing, understanding, remembering, evaluating, and responding (Babita, 2013:2)

d. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

e. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well.

f. Remembering

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the mind storage bank.

g. Evaluating

At this point the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon.

h. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received.

Teaching Listening

Brown (2001:258) summarizes some principles for constructing listening teaching techniques as the followings:

- a. In an interactive, four-skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.
- b. Use intrinsic motivation techniques.
- c. Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.

- d. Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.
- e. Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
- f. Include both bottom-up and top-down listening techniques, because both of them can offer keys to determine the meaning of spoken discourse.

Intensive Listening

According to Harmer (2004: 228-230) there are two types of listening; extensive and intensive listening. In intensive listening, students use a certain kind of taped or recorded material. Teachers are allowed to make their listening material and put them on CDs or compact disks, or cassettes, or in the latest sound format such as mp3 or mp4. If the students are pushed to get the maximum benefit of listening, then the teacher may replay the record or tape it two or more times.

The goal of intensive listening is to get a better perception of the listening components such as phonemes, words, intonation, etc. McGraw (2004: 94) also explores that listening for the detail involves what we call intensive listening or trying to understand the listening passage in its entirety. Brown (1983: 206) states that listening skills can be improved with effort and practice. Knowing how to listen effectively permits students to extend the range of their contacts with the world and to increase their capabilities to experience, learn, apply, and enjoy.

Obviously, listening skills cannot be improved unless listeners are capable of hearing what they are expected to hear. Four things especially may stand in their way: (1) impaired hearing, (2) a poor listening environment, (3) poor or improperly adjusted equipment, (4) defective sound sources.

Song

According to Hornby (1995: 1133) song is a piece of music with words that are sung. A song is a composition made up of lyrics and music, with the intent of the lyrics being sung, a proportionate feeling or emotion about concerning to a particular matter.

Giffes (1992: 3) states that song is a part of the music that has words, and it has some elements that make song differ from poetry or speech although they have many similarities. Songs are a natural way to get children to pay attention to rhymes and a fun way to learn. The song will be valuable if it can be integrated with the language lesson. Songs can be pleasurable, memorable, and stimulating for the students.

Based on culture, there are 3 kinds of songs, they are:

a. Art Songs

Art songs are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally, they have an identified author and composer, they require voice training for acceptable performance.

b. Folk Songs

Folk songs are songs of anonymous origin (public domain) that are transmitted orally. They are frequently a major aspect of national or cultural identity. Folk songs are also transmitted non-orally (that is, as sheet music), especially in the modern era. Folk songs exist in almost every culture.

c. Popular Songs

Modern popular songs are typically distributed as recordings and are played on the radio, TV, and other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations, networks that play them, and ticket sales for concerts by the recording artists. A popular can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs instead are considered a more commercially popular genre of popular music.

Adele

Adele Laurie Blue Adkins is a British singer-songwriter who has sold millions of albums worldwide and won a total of 15 Grammys as well as an Oscar. Adele's first two albums, 19 and 21, earned her critical praise and a level of commercial success unsurpassed among her peers. After becoming a mom in 2012, Adele returned to the charts with the ballad "Hello" in 2015, the lead single from what was dubbed her comeback album 25. In 2017, she won five Grammys for her work on 25, including album, record, and song of the year. She was the first female artist in the history of the Billboard Hot 100 to have three simultaneous top-ten singles as a lead artist, with "Rolling in the Deep", "Someone Like You", and "Set Fire to the Rain", all of which also topped the chart. The album received a record-tying six Grammy Awards, including Album of the Year, and the Brit Award for British Album of the Year. The success of 21 earned Adele numerous mentions in the Guinness Book of Records. (<https://en.wikipedia.org/wiki/Adele> cited on March 20th, 2022).

i. Method

The researcher employed Classroom Action Research (CAR) in her experiment. According to Harmer (2007: 414), "classroom action research relates to a series of procedures teachers can engage, teacher wishes to improve aspect in their teaching to evaluate the success of certain activities and procedures". In another word, Classroom Action Research is research conducted to solve a problem occurring in the classroom by giving a certain treatment in teaching activities. In addition, Cohen et al (2005: 226) mentioned, "classroom action research may be used in almost any setting where a problem involving people, tasks and procedures cries out for a solution, or where some change of feature results in a more desirable outcome.

This research design is also experimental. Arikunto (2006) says, "An experimental is a functional research design whose purpose is to explain the impact of certain input variables on other outcome variables." Experimental research is a research activity that aims to find out the effect of treatment on a condition as an effect of treatment. The experiment has two criteria, there are experimental group and the control group. The experimental group will had some treatments and the control group will not be had some treatments. In this study, the researcher will act as an apprenticed teacher who will teach the students. These two groups will be given the same materials and the same test. To measure the difference in the mean score of these two groups in reading comprehension. The experimental research is chosen to determine the influences an outcome or dependent variable, which is the effect of using English Songs in Improving the Listening Skills of the students of tenth grades SMA Kesatrian 2 Semarang.

j. Finding and Discussion

The researcher identified the teacher teaching listening using a song as media to the tenth-grade students of SMA Kesatrian 2 Semarang, the problems faced by the teacher and the

students in teaching-learning process of listening. In this study, the researcher obtained data from students' listening skills tests in filling gaps in lyrics. This research was to find out students' listening skills in filling in blank song lyrics.

k. The Analysis of Pre-Cycle

The researcher started the learning process by praying and the students' presence. Then the researcher explains the purpose of the research. In this step, the researcher read a text which is Adele's song lyric. Students must fill in the omitted text given by the researcher. In this pre cycle, there was no song at all. Students thought it was a common text. After checking the results are as follows:

| Subject Code | Pre Cycle | Level |
|---------------------|------------------|--------------|
| S-01 | 64 | Fair |
| S-02 | 68 | Fair |
| S-03 | 80 | Good |
| S-04 | 56 | Poor |
| S-05 | 80 | Good |
| S-06 | 72 | Good |
| S-07 | 68 | Fair |
| S-08 | 64 | Fair |
| S-09 | 76 | Good |
| S-10 | 80 | Good |
| S-11 | 52 | Poor |
| S-12 | 48 | Very poor |
| S-13 | 64 | Fair |
| S-14 | 60 | Poor |
| S-15 | 76 | Good |
| S-16 | 56 | Poor |
| S-17 | 84 | Very good |
| S-18 | 64 | Fair |
| S-19 | 56 | Poor |
| S-20 | 72 | Good |
| S-21 | 68 | Fair |
| S-22 | 60 | Poor |
| S-23 | 52 | Poor |
| S-24 | 76 | Good |

| | | |
|--------------------|-------------|-----------|
| S-25 | 60 | Poor |
| S-26 | 84 | Very good |
| S-27 | 64 | Fair |
| S-28 | 76 | Good |
| S-29 | 56 | Poor |
| S-30 | 68 | Fair |
| Total Score | 2004 | |

From the score achievement above we can get a result as below:

$$\text{Average score: } \frac{2004}{30} : 66,8$$

$$\text{Student's improvement: } \frac{2}{30} \times 100\% : 6,7 \%$$

Based on the data above, it can be concluded that average score of class X-IPS.1 is only 66,8. It is below the minimum standard score (KKM) which is 75. Meanwhile, among 30 students, only 2 students with a very good level (6,7%), while others need serious treatment. So to achieve mastery learning in English, the researcher will use English song in learning process.

From the results of the analysis of listening skills to fill in the incomplete text in the X-IPS.1 class at SMA Kesatrian 2 Semarang, researcher analyzed it and found the results for the pre test; the average value of students is 66.8 and can be classified into a poor level. They were not enjoyed the method. Students were difficult to figure out what they were listening. Students must fill in the omitted text given by the researcher. Students thought it was a common text. They could not concentrate with this monotonous learning method. Based on this result, the researcher used Adele's song on the next step.

1. The Analysis of Cycle I

| Subject Code | Cycle I | Level |
|--------------|---------|-----------|
| S-01 | 76 | Good |
| S-02 | 80 | Good |
| S-03 | 92 | Excellent |
| S-04 | 72 | Good |
| S-05 | 100 | Excellent |
| S-06 | 88 | Very good |
| S-07 | 80 | Good |
| S-08 | 76 | Good |
| S-09 | 84 | Very good |

| | | |
|--------------|-------------|-----------|
| S-10 | 96 | Excellent |
| S-11 | 72 | Good |
| S-12 | 72 | Good |
| S-13 | 76 | Good |
| S-14 | 76 | Good |
| S-15 | 88 | Very good |
| S-16 | 72 | Good |
| S-17 | 96 | Excellent |
| S-18 | 76 | Good |
| S-19 | 68 | Fair |
| S-20 | 80 | Good |
| S-21 | 76 | Good |
| S-22 | 76 | Good |
| S-23 | 72 | Good |
| S-24 | 80 | Good |
| S-25 | 72 | Good |
| S-26 | 100 | Excellent |
| S-27 | 76 | Good |
| S-28 | 80 | Good |
| S-29 | 72 | Good |
| S-30 | 76 | Good |
| Total | 2400 | |

From the score achievement above we can get result as below:

$$\text{Average score: } \frac{2400}{30} : 80,0$$

$$\text{Student's improvement: } \frac{8}{30} \times 100\% : 26,7 \%$$

Based on the data above, the average score of class X-IPS.1 is 80,0. It is passed the minimum standard score (KKM) which is 75. But among 30 students, only 8 students with a very good level (26,7%). The researcher would try to go with cycle II.

After using Adele's song entitled "Don't You Remember", the researcher found that their average score was 80.0 and could be classified as good. The researcher found that the classification of student levels can be explained that there are 8 students who can be classified as excellent and very good levels, while 22 students can be classified as good levels. Some students were still confused with the song, because they didn't know what they heard. But there

are many students who were very enthusiastic and enjoy during listen to the song. It is in line with the theory of Howatt and Dakin (1974), that listening is the capability to identify and understand what others are saying. It is a process to implicate understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. They listened carefully and complete the lyric. Based on the notes above got a solution to the problem by using English songs to improve students' listening skills and it should be solved in the next cycle.

m. The Analysis of Cycle II

| Subject Code | Cycle II | Level |
|--------------|----------|-----------|
| S-01 | 88 | Very good |
| S-02 | 96 | Excellent |
| S-03 | 100 | Excellent |
| S-04 | 88 | Very good |
| S-05 | 100 | Excellent |
| S-06 | 100 | Excellent |
| S-07 | 100 | Excellent |
| S-08 | 92 | Excellent |
| S-09 | 100 | Excellent |
| S-10 | 100 | Excellent |
| S-11 | 92 | Excellent |
| S-12 | 96 | Excellent |
| S-13 | 96 | Excellent |
| S-14 | 100 | Excellent |
| S-15 | 96 | Excellent |
| S-16 | 100 | Excellent |
| S-17 | 100 | Excellent |
| S-18 | 92 | Excellent |
| S-19 | 88 | Very good |
| S-20 | 96 | Excellent |
| S-21 | 92 | Excellent |
| S-22 | 100 | Excellent |
| S-23 | 100 | Excellent |
| S-24 | 96 | Excellent |
| S-25 | 96 | Excellent |

| | | |
|--------------|-------------|-----------|
| S-26 | 100 | Excellent |
| S-27 | 100 | Excellent |
| S-28 | 92 | Excellent |
| S-29 | 88 | Very good |
| S-30 | 96 | Excellent |
| Total | 2880 | |

From the score achievement above we can get result as below:

Average score: $\frac{2880}{30} : 96,0$

Student's improvement: $\frac{30}{30} \times 100\% : 100\%$

Based on the data above, we can conclude that the average score increased very high. Students felt comfortable and enjoyed the learning process. It was very important because it will improve their self confidence and in the end they will be interest in learning English. Student's improvement was 100% although not all students got a perfect score.

Brown (1983: 206) states that listening skills can be improved with effort and practice. Knowing how to listen effectively permits students to extend the range of their contacts with the world and to increase their capabilities to experience, learn, apply, and enjoy. Using English songs in the learning process especially in the listening lesson makes a pleasant atmosphere in the class and the teacher can deliver the lesson easily. Students also can enjoy listening to music and improve their listening skill at once. English song can make the students become active in the class, they are interesting, and so they can do a listening task well. But it was not the end of the learning process. Students need to improve their listening skills more.

n. Conclusion

Based on the research findings, it can be concluded that the average score of class X-IPS.1 in the pre-test section is only 66,8. It is below the minimum standard score (KKM) which is 75. Meanwhile, among 30 students, only 2 students with a very good level (6,7%), while others need serious treatment. To achieve mastery learning in English, the researcher uses English songs in the learning process. By listening songs as in the learning process, the average score of class X-IPS.1 in the first cycle raise to 80,0. It is passed the minimum standard score (KKM). But among 30 students, only 8 students with a very good level (26,7%). So, the researcher continues with the second cycle. Students felt comfort and enjoy the learning process. It was very important because it will improve their self-confidence and is the end, they will interest in learning English. The second post-test result averaged be 96,0 and 100% improved.

o. Suggestion

Based on the result of this research, the researcher suggests:

1. For the teachers

The researcher recommends that teachers provide them with any innovative and attractive technique related to the lesson to improve listening skills of students.

2. For the students

The researcher suggests students enjoy the learning process. They need to understand how to listen to something well, especially in the use of English songs. Students can improve their listening skills by listening to other English songs or news.

3. The other researchers

English is a foreign language in Indonesian school, so perhaps another researcher can find a new method of interesting English teaching.

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