





The verse above explains how to communicate with other people. In this case, teacher should teach the students with wisdom, so they will enjoy while learning English including in teaching listening.

Listening is an active, purposeful process of making sense of what people hear.<sup>2</sup> Listening is the absorption of the meanings of words and sentences by brain.<sup>3</sup> It is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds.<sup>4</sup>

Having known the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, modelling listening strategies and providing listening practice in authentic situations are those that learners likely to encounter when they use the language outside the classroom.<sup>5</sup>

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<sup>1</sup>Abdullah Yusuf Ali, *The Holy Qur'an Translation and Commentary*, (Maryland: Brentwood, 1983), p. 768.

<sup>2</sup>David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), p. 24.

<sup>3</sup>What is Listening, <http://www.ccsf.edu/~lernasst/lern10/listening.html>, /10/7/2010

<sup>4</sup>Teaching 'listening' as an English Language Skill, <http://www.articlesbase.com/languages-articles/teaching-listening-as-an-english-language-skill-367095.html>, /10/7/2010

<sup>5</sup>Teaching Listening, <http://www.nclrc.org/essentials/listening/liindex.htm>, /10/7/2010

Teaching listening skill is one of the most difficult tasks for any teacher, because successful listening skill is required over time and with lots of practice. Also, it is frustrating for students because there are no more rules as in teaching grammar. Speaking and writing also have very specific exercises that can lead to improved skills. This is not to say that there are no ways of improving listening skill, however they are difficult to quantify.<sup>6</sup>

Students are sometimes bored in learning listening in spite of the teachers' best efforts. Teachers need to look for some new and different techniques to make the students interesting in the lesson. So, the students can improve their listening skill. One of the techniques is teaching listening is through English songs.

Almost everyone loves songs and music. It is a part of a language and the life before babies born. As babies, people hear lullabies. As young children they play, sing and dance to a myriad of nursery rhymes. As adolescents, they are consumed by the beat of popular music of worldwide artist. As adults, they hear every form of advertising, experience and every special event which in part is music.

Music pervades television, movies, theater, and even the nightly news. When people exercise, when they work, when they play, music is there to reinforce every mood and emotion. A catchy tune is played, hummed or sung, at times in a head, as they go about their everyday lives. Therefore, why do not include music and songs in language learning as well?

There are many reasons to use songs in the classroom. Songs is a very good tool

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<sup>6</sup>Kenneth Beare, "The Challenge of Teaching Listening Skills", [http://esl.about.com/cs/teachinglistening/a/a\\_tlisten.htm](http://esl.about.com/cs/teachinglistening/a/a_tlisten.htm), /10/7/2010

to motivate the students' learning process, it works also as a break for the routine. Songs could be an essential part of English teaching. It makes the students more sensitive to the sounds and the classes become more interesting and powerful.<sup>7</sup>

Based on the reason above, the writer is interested to make a research entitled “ **Teaching Listening Through English Songs at SMPN 1 Cerbon, Barito Kuala, South Kalimantan**”

To avoid misinterpretation in understanding the title, the writer will explain some terms in the title as follows :

- 1.. Teaching is giving instruction to.<sup>8</sup> Here it means a subject at school.
2. Listening is trying to hear and pay attention.<sup>9</sup>
3. Song is a poem setting to music, intended to be sung.<sup>10</sup>

Therefore, the title above means a research that intends to describe the implementation of giving instruction (teaching) on Listening subject through English songs by the teacher at Sekolah Menengah Pertama Negeri (SMPN) 1 Cerbon in Academic Year 2010/2011.

## **B. Formulation of the Problem**

The problem of the research is formulated as follows:

1. How does the teacher imply English songs in teaching listening for the first

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<sup>7</sup>“Teaching English with Songs and Music”, <http://hendrifirmansyah.blogspot.com/2008/05/reasons-for-using-songs-in-eslefl.html>,/12/11/2010

<sup>8</sup> npb., *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1980), p. 425

<sup>9</sup>*Ibid.*, p.244

<sup>10</sup>*Ibid.*, p.395

grade students at SMPN 1 Cerbon in the academic year 2010/2011?

2. What problems are encountered by teacher and students in the process of teaching listening through English songs?

### **C. Reasons for Choosing the Title.**

There are certain reasons for choosing this title as follows :

1. English is an international language that has become the main tool of communication and it is one of the most popular language in the world. Since its function as a medium among nations, a lot of sciences are written in English.
2. Listening is a language modality that is used most frequently in order to communication runs well.
3. Implementation of songs can make teaching and learning process not boring, so the students are able to improve their English skills, especially listening skill.
4. First grade students of SMPN 1 Cerbon are the students who are ever studying listening through songs more frequently than other classes.

### **D. Purposes of the Research**

Based on formulation of problems, the purpose of the research is as follows :

1. To know the implementation of teaching listening through English songs of the first grade students at SMPN 1 Cerbon.
2. To better understand the problems encountered by teacher and students in

process of teaching listening through songs.

### **E. Significance of the Research**

The results are expected to :

1. Enrich the writer's knowledge and experience in learning more about English.
2. Give information and additional references for the English teachers at SMPN 1 Carbon to improve their students ability in English, especially listening skill.
3. Give information and addition references for the researchers who want to continue this research in the future.
4. Enrich the literary sources of State Institute for Islamic Studies Antasari library.

### **F. Organization of the Content**

The research is divided into five chapters as follows :

The first chapter is the introduction which consists of rationale, formulation of problem, reasons for choosing the title, purposes of the research, significance of the research and organization of content.

The second chapter is theoretical review which consists of definition of teaching, definition of listening, definition of song, reasons, kinds, sources, levels, activities and techniques of listening, teaching listening through English songs, the advantages and disadvantages of using songs in EFL classroom, and assignments in teaching listening through English songs.

The third chapter is methodology of research which consist of the subject and object, data and source of data, techniques of data collecting, data processing,

basic framework of research, technique of data processing and analysis and research procedure.

The fourth chapter is the research results which consist of general description about the location of the research, data presentation and data analysis.

The fifth chapter is the closure which consists of conclusion and suggestions.