

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. General Description of Research Location**

###### **a. Brief History of MA Pertasi Kencana NU Haruyan**

The research was done at Islamic Senior High School Pertasi kencana NU Haruyan South Kalimantan which is located at Haruyan village, Divisi IV ALRI State No.16 Haruyan subdistrict, Hulu Sungai Tengah Regency, South Kalimantan Province. This school was established in 1989 and given name Madrasah Aliyah Pertasi Kencana Attahiriyah Ma'arif NU Haruyan. It has 2.516 M<sup>2</sup> areas. The physical condition of MAPK NU Haruyan is good and the construction is permanent, but in this year, some of classrooms are being repaired.

Actually, this school is under the administration of NU foundation. MAPK NU Haruyan has a good strategic location, because it is near Haruyan subdistric, so, it is easy for the students to continue education in this school. It has good road to arrive in this school location. The location of building is described as follow:

- The North of building borders on the inhabitants' houses
- The South of building borders on the inhabitants' houses
- The East of building is Haruyan's market
- The West of building is Haruyan Street.

Since it was established in 1989, this school has been lead by five headmasters. Those who lead the school can be seen in the table in the appendix 2.

#### **b. Vision and Mision of MAPK NU Haruyan Banjarmasin**

Vision:

To produce the Indonesian Muslim man who is fully faithful, devoted, and ready to be a leader.

Mission:

- 1) Cultivating an attitude of appreciation and practice of the teachings of Islam espoused thus become a source of wisdom, glory in behavior.
- 2) Implementing teaching and learning activities with effective and innovative, utilizing of the entire component to develop the optimal potential.
- 3) The implement training of extra- curricular activity/ to self-developing with planning and based on the spirit for achievement.
- 4) The implement training with the art specializing and preservation of religious art.

#### **c. Description about Students, Teachers, and Administration Staff at**

##### **MA Pertasi Kencana NU Haruyan South Kalimantan**

##### **1) Teachers and Administration Staff**

MAPK NU Haruyan has 21 teachers from different educational background. Almost all of them graduated from the university. There is

just one English teacher of Islamic Senior High School Pertasi Kencana NU Haruyan South Kalimantan who graduated from university at IAIN majoring in English Department. For further information about teacher, it can be seen in appendix 3.

There are four members of administration staff at Islamic Senior High School Pertasi kencana NU Haruyan South Kalimantan which consist of head of administration staff, administration staff librarian, office boy, and manager of cooperation. For further information about administration staff, it can be seen in appendix 5.

## **2) Students**

The students of Islamic Senior High School pertasi kencana NU Haruyan in academic year 2012/2013 has 185 Students which consist of 64 male and 121 Female students. The eleventh grade has 65 students that consist of 22 male and 43 female students. For clear information about the number of students at MAPK NU Haruyan, especially at the eleventh grade, it can be seen in appendix 4.

## **3) School Facilities**

Generally, the physical condition of Islamic Senior High School pertasi Kencana NU Haruyan is good. It has good facilities but there are some old constructions are still used and some of them are being repaired. Although, this school has old construction, it uses modern teaching, such as LCD, tape recorder, speakers and computer. English teachers also have

their own facilities for teaching English such as laptop and Handphone.

Clearly, the data can be seen in appendix 6.

## **2. The Result of Research**

In this section the writer described about the result of research on the field that are collected by techniques of data collection, they are observation, questionnaire, and documentary. The writer describes and discusses the data found from the research. As it was noted earlier, the data are gotten through observation and questionnaire.

To know about teaching and learning process in the classroom, direct observations was conducted on May 20<sup>th</sup> until July 20<sup>th</sup>. The classroom observations were held two times because at that time the students were preparing for examination. The writer used observation sheet for teacher to know the teaching activities and used questionnaire to know students' responses toward the use of English songs in teaching learning process.

The researcher presents the data based on the statement of problem as follows:

### **1. The teacher's use of English songs in Teaching and Learning listening at the eleventh grade of MAPK NU Haruyan South Kalimantan**

In this section the researcher presents the data concerning the teaching and learning through English song in listening. The researcher has got much information and experience about teaching and learning especially for teaching English Listening

through English songs at the eleventh grade of Islamic Senior High School pertasi Kencana NU Haruyan South Kalimantan.

The writer observed the teacher twice on May 21<sup>st</sup> and May 24<sup>th</sup> 2013. The teacher used pop music for teaching listening to English song. The title of song is take a bow from Rihanna and if you are not the one from Daniel Bedingfield.

The English teacher is very well experienced in presenting the lesson. The method used when teaching and learning process are good. The students also pay attention, they response and answer the questions given by the teacher and do the assignment well. In teaching and learning listening, the teacher divided it into three parts. These are:

**a. Introduction**

Introduction (the first activity) is warming-up involves motivation and appreciation such as asking about the lesson before or made correlation between environments or other lesson. The activities are: the teacher said *salam*, prayed together, checked attendance, gave instruction, guidance about learning activity, question and answer as appreciation, and after then the teacher wrote some key word on the white board related to the context or songs.

**b. The main activity**

The main activity is learning activity to develop listening skill. Before teaching listening, the teacher prepared another supporting media to apply the song such as speaker and laptop. After then, the teacher played the songs, the teacher asked

the students to listen to the song carefully, students answer the questions that related with songs and do assignment individually.

**c. Closure**

In the closure, the teacher closed the lesson. The teacher gave the description about the lesson that have studied by students, knowing how far the level of students' understanding and teacher's success in teaching. The activities were: concluding the lesson, giving strengthening or pressure to the material, giving homework, giving advice to learn seriously and review the lesson at home.

In teaching and learning process of listening, the teacher used steps in teaching and learning process. They are pre activity, while activity, and post activity as follows:

- 1) First Observation (class XI IPS, 2 x 45 minutes, On May 22<sup>nd</sup>, 2013)

**Pre Activity**

In the beginning of the class, at 10.00 am the teacher came to the class, and the teacher said greeting. After that the teacher greeted the students. The teacher said "How are you today?" the students answered "we're fine, ma'am". It made the students enthusiastic in learning. After that the teacher checked was absent and then the teacher prepared the media for teaching listening such as; speakers, laptop and exercise sheet about the song. The title of the song was "take a bow" from rihanna. After then the teacher distributed the lyric of song. So, the teacher gave up the exercise sheet after then the teacher gave instruction and explained how the answer to exercise.

### **While Activity**

Before the teacher began playing the song, the teacher wrote the key word of the song on the whiteboard. After then, the teacher played the song and then the students listened carefully. After listening to listening material, the teacher asked the students to answer some questions from the exercise. Then the teacher played the song more than twice using laptop and speaker because the students did not use ear phone. Some students asked the teacher to replay the record, they cannot get what the singer talked about because the song was not clear.

### **Post Activity**

The teacher asked the students to answer the exercise, after they listened and answered the exercise, the teacher and the students discussed the exercise one by one together. The students could answer and explain better than before because the teacher used slow song in teaching listening the song. This made the students felt easy to answer the question. After finishing it the teacher closed the lesson by saying hamdallah.

## 2) Second Observation (Class XI Agama, on May 24<sup>th</sup>, 2013)

### **Pre activity**

In the beginning of the lesson, the teacher is greeted the students and checked their attendance then the teacher prepared what she needed for teaching listening, for example; speaker and laptop. This section, the teacher gave the song from Daniel Bedingfield. The title of the song was “if you are not the one”. After that,

the teacher gave paper of exercise to the students. The exercise was in the form of fill in the blank questions. The teacher asked the students to answer the exercise on a piece of paper.

### **While Activity**

The teacher gave instruction and explained how to answer the question. The teacher only twice played the song. Then, the teacher played the song and the students paid attention and listened to it. The teacher stressed or translated the difficult words and corrected the mistakes of the students' pronunciation. After that the teacher asked the students to answer the questions.

### **Post Activity**

After the exercise finished the teacher ordered the students to answer the exercise one by one based on their answer before and the teacher corrected the answer if there were wrong answers. Then, the teacher asked the students to collect their answer. At the end of the lesson, the teacher played the song again and the teacher asked the students to sing together. Then the teacher closed the lesson by saying Hamdallah and Good bye.

To find the data from observation, the researcher used observation sheet to know how the teacher teach listening through English song in the classroom as follow:



Table 4.1: Observation sheet how the teacher teach listening

No	Indicators	Check List	
		1	2
1	Brainstorming	√	√
2	Teacher writes key word	√	√
3	sharing a paper of song lyric to the students	√	√
4	Explaining the students what they should do	√	√
5	explaining the meaning of the song	√	√
6	singing together	√	√
7	Asking students to ask	√	√
8	concluding the lesson	√	√

## 2. Students Response

To find out about the students' response toward the use of song in teaching and learning listening, the researcher used questionnaire. The questionnaire consists of 10 question items. The questionnaires were distributed on May, 27<sup>th</sup> 2012 at XI IPS class and on May, 28<sup>th</sup> 2012 at XI Agama.

Based on the questionnaire, the researcher got some information about the students' responses.

Table 4.2: The percentage of students who like English subject

No	Option	F	%
a.	Very like	28	45.16%
b.	Less like	33	53.22%
c.	Dislike	1	1.61%

The first, from the table above, it can be seen that there are 28 students (45,16%) who stated that they like English subject is very much. There are 33 students (53,22%) who stated that they are less like English. There is one student (1,61%) who stated that he/she dislikes English.

Table 4.3: The percentage of the Students' Reasons for Learning English

Subject

No	Option	F	%
1	For mastering English	50	80.64%
2	Because they like English	3	4.83%
3	For getting the good score	9	14.51%

It is shown in table 4.3 that there are 80.64% of students learn English to master it, 14.51% of students learn English for getting good score, and 4.83% of students learn it because they like it.

Table 4.4: The percentage of students who like listening to song

No	Option	F	%
1	Very like	30	48.38%
2	Less Like	32	51.61%
3	Dislike	-	-

Table 4.4 shows that 51.61% of students like English less, while there are 48.38% of students who stated that they like listening to songs very much and students' dislike listen the song is nothing.

Table 4.5: The percentage of students who like listening to English songs

No	Option	F	%
1	Very like	19	30.64%
2	Less Like	42	67.74%
3	Dislike	1	1.61%

As shown in table 4.5, the majority of students stated they less like listening to English songs with the percentage of 67.74%. There are 30.64% of students claimed that they like listening to English songs very much. There is only one student or 1.61% who dislike listening to English songs.

Table 4.6: The percentage of the students who have the habit of listening  
English songs at home.

No	Option	F	%
1	Often	13	20.96%
2	Sometimes	49	79.03%
3	Never	-	-

The fifth, the researcher asked the students about their habit in listening to English songs at home. As shown in the table 4.6, there are 79.03% of students sometimes practice listening to songs, 20.96% of students often listen to songs, and no one says that they never listen to songs.

Table 4.7: The percentage of the students who like listening subject

No	Option	F	%
1	Very like	10	16.21%
2	Less like	51	82.25%
3	Dislike	1	1.61%

Based on table 4.7, it shows that 82.25% of students less like listening subject, 16.21% of students like listening subject very much, and only 1.61% of students dislike the listening subject.

Table 4.8 : The percentage of the students who like method use songs in teaching and learning English listening in the classroom

No	Option	F	%
1	Very like	36	58,06%
2	Like enough	26	41.93%
3	Dislike	-	

Table 4.8, for asking the students' response about teaching and learning English listening by using song in their class, the researcher presented who are really like this method are 58.06%, who like enough are 41.93% and who do not like are none students.

Table 4.9 : The percentage of students' responses about the teacher's technique to teach English using the songs

No	Option	F	%
1	Very good	32	51.61%

2	Good enough	30	48.38%
3	Not good	-	-

Based on table 4.9, for asking the students' response about the teacher's technique to teach English by using the song, the researcher presented who are really like this technique are 51.61%, who like enough are 48.38% and who don't like are none students.

Table 4.10 : The percentage of students' agreement that English song can help learn English subject.

No	Option	F	%
1	Very Agree	59	95.16%
2	Less Agree	2	3.22%
3	Disagree	1	1.61%

Based on table 4.10 show that who students' agreement that English song can help the students learn English subject. The researcher presented who agree this statement is 95.16%, who not too agree are 3.22% and who disagree are 1.61%.

Table 4.11: The percentage that student's hope about the teacher use of English songs in teaching listening in the classroom.

No	Option	F	%
a.	Very Hopeful	39	62.90%
b.	Enough hope	23	37.09%
c.	Never hope	-	-

Table 4.11 show the student's agreement that English song can help the students learn English song in listening subject in the class. The researcher presented who are very hopeful the teacher use English song teaching listening 62.90%, who are less agree are 37.09% and then who are not agree are none students.

## **B. Discusssion**

All of data observation, questionnaire, and documentary are have been presented in data presentation, then, this data also analyzed and reported systematically based on the statement of the problem about teaching and learning listening through English song at the eleventh grade of Islamic Senior High School Pertasi kencana NU Haruyan South Kalimantan academic year 2012/2013.

### **1. The Teacher's Use of English Songs in Teaching and Learning Listening at the Eleventh Grade of MAPK NU Haruyan**

Based on the research result from observation, it can be known that English song in teaching and learning listening is used by English teachers teaching in the classroom, with schedule that have been specified. It can be concluded that teaching and learning listening is very good. It can be know from the step or activities of teaching listening that used by the teacher and students' response.

There are three activities the teacher did pre activity, while activity, and post activity.

### **a. Pre Activity**

This step aimed to make the students get ready to study. From the observations it was found that the teacher greets the students, asking them who student does not present. This step aimed to remind the students about the previous lesson and how their response it that has been given by the teacher. The teacher is successful in stimulating their interest and motivation in learning listening. In this phase the teacher also successful engages the students to the lesson because she gave statement and question related to the topic and it help students have interest toward learning English from their responses.

### **b. While Activity**

Based on the observations, this step is the main step. It makes both teacher and students aware of what they are going to do during the class. It is better for the teacher to make the students more active. In this activity, the teacher wrote the topic of the song on the whiteboard. The teacher asked the students to listen carefully to the song and invited them to sing together. After then, the students practiced to listen to some new vocabulary and learned grammar by listening to the songs.

### **c. Post activity**

Teacher did the evaluation by giving the exercise in the form of fill in the blank to the students with the limit of time. This step is to sum up the teaching and learning process and activities. The observation showed that the teacher summarized the lesson to make the students get the idea about what they have learnt. After then, in this activity the teacher can know what the students could understand or not what the

teacher has taught. From the activity that used by the teacher, it can be concluded that teaching and learning listening is very good because the student more enjoy and fun in learning English and the teacher always used all activities of teaching process.

So, from the activities that are used by the teacher, it can be concluded that the teaching and learning listening through English songs at the eleventh grade of Islamic Senior High School Pertasi Kencana NU Haruyan South Kalimantan is high category, because the teacher uses the techniques of teaching listening well. In line with the theory of teaching listening that has been presented in chapter II that Teaching and learning process will happen if there is an interaction between the teacher and his or her students and among the students. In interaction, the teacher can be an interactor or learning leader, facilitator, administrator and motivator. Teacher and students have to be active, so the interaction might run optimally.

## **2. Students Response**

Based on the researchers' observation and questionnaire of the students about their response toward teaching and learning listening through English song at the Eleventh Grade in Islamic Senior High School Pertasi Kencana NU Haruyan, the researcher came out with the following results.

The first, from the table 4.2, it can be seen that there are 28 students (45,16%) who stated that they like English subject is very much. There are 33 students (53,22%) who stated that they are less like English. There is one student (1,61%) who stated that he/she dislikes English.



Based on the table 4.3, it is shown in table 4.3 that there are 80.64% of students learn English to master it, 14.51% of students learn English for getting good score, and 4.83% of students learn it because they like it.

Based on the table 4.4 shows that 51.61% of students like English less, while there are 48.38% of students who stated that they like listening to songs very much and students' dislike listen the song is nothing.

As shown in table 4.5, the majority of students stated they less like listening to English songs with the percentage of 67.74%. There are 30.64% of students claimed that they like listening to English songs very much. There is only one student or 1.61% who dislike listening to English songs.

Table 4.6, the researcher asked the students about their habit in listening to English songs at home. As shown in the table 4.6, there are 79.03% of students sometimes practice listening to songs, 20.96% of students often listen to songs, and no one says that they never listen to songs.

Table 4.7 shows that 82.25% of students less like listening subject, 16.21% of students like listening subject very much, and only 1.61% of students dislike the listening subject.

Table 4.8, for asking the students' response about teaching and learning English listening by using song in their class, the researcher presented who are really like this method are 58.06%, who like enough are 41.93% and who do not like are none students.

Table 4.9 show the students' response about the teacher's technique to teach English by using the song, the researcher presented who are really like this technique are 51.61%, who like enough are 48.38% and who don't like are none students.

Table 4.10 show the students' agreement that English song can help the students learn English subject. The researcher presented who agree this statement is 95.16%, who not too agree are 3.22% and who disagree are 1.61%.

Table 4.11 show the student's agreement that English song can help the students learn English song in listening subject in the class. The researcher presented who are very hopeful the teacher use English song in teaching listening 62.90%, who are less agree are 37.09% and then who are not agree are none students.

According to the student's responses above, the result of the questionnaire from the students about teaching and learning listening through English song at Eleventh Grade at Islamic Senior High School Pertasi Kencana NU Haruyan South Kalimantan is good enough, because most of students less like English subject and listening subject.

Astuti Ariani (2011) also has already investigated teaching listening through English songs, and the result is running well. From the result of hers and this research, the writer concludes that teaching and learning listening through English songs is very good. From both the results, it was found out that teaching and learning activity by using the song was very good. But from this research, it has differences about the student's responses from teaching and learning listening through English song because this research concluded about student's responses while Ariani's thesis

did not conclude about student's responses. In this research, student's responses about teaching and learning listening through English songs were good enough.

Based on the observation in the class, the students' responses were good enough because they have may some reasons that influence the students to improve their listening skills. The first reason is those song do not have clear pronunciation, so, it can make the students felt difficult o understand. The second reason is those songs are too fast or too slow, it can make the students bored about the song. The next reason is the teacher should choose the modern song not old song because some students are not interested in old song.

In line with the theory of teaching listening that has been presented in chapter II that music and song have been regarded as a great resource to be successful in learning a foreign language. Using good popular songs in learning a language however has great advantages, in a sense that all students enjoy the songs everywhere in their life. From Baoan' article entitled "Application of Popular English Song in EFL Classroom Teaching" said there are some advantages for learning listening to English songs. It consists of:

1. Popular English songs are motivating
2. English songs contain linguistic information
3. English songs contain historical and cultural knowledge.

In conclusion, the teacher has a good technique for the students to teaching and learning listening by using the song but improving and developing listening ability is not just by one way or technique. The students might have their own

technique to improve their listening skill. They might learn from anything and anywhere, due to the fact that every student has different ways when they are learning something.