

THE USE OF MUSIC IN TEACHING LISTENING: Case Study of Class 8A ICP Students at MTsN 3 Jombang

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ABSTRACT

This study aims to determine the students' listening comprehension and also the accuracy of using vocabulary in the English language gap text for class VIII A ICP MTsN 3 Jombang. The research method used is classroom action research. The results of the study using songs that are interesting to students are very helpful in the learning process. The results of the schools taught by the researchers were very good and there was an increase from cycle 1 to cycle 2. The average value of students in cycle 1 was 45.7% and only 8 students completed above average, while in cycle 2 there was an increase very good with an average score of 69.6% with a percentage of completeness 80.7% and 21 students who completed. So it can be concluded that the research on the use of music in the learning process was declared successful in class VIII A ICP MTsN 3 Jombang

Keywords: 1; Learning 2; Listening 3; Music

INTRODUCTION

English is an international language that is widely used in the world, the number of native English speakers ranks fourth in the world with a total of 341 million speakers, and if you add second language speakers, English ranks second in the world with a total of 508 million speakers. . English is the first language in several countries, such as England, the United States, Canada, Australia, New Zealand, and is also the second or official language in member countries of the British Commonwealth, such as India, Nigeria, Pakistan, South Africa, Singapore , and Malaysia. English dominates not only because of the impact of the power of the British Empire and the Commonwealth, but also because of the influence of the United States as a superpower that controls the world economy and politics, as well as its large influence in technology and information. This has resulted in the whole world having to master English to be able to "mingle" in the international arena. English has also been used as a mother tongue in several countries. English is also a language used in various fields, from education to work, which is recognized throughout the world. Learning English is very important for everyone to learn, especially in the current era and English is also used as a means of communication between people throughout the world. In language teaching, there are four skills that must be taught to achieve language proficiency, namely: listening, speaking, reading and writing. Naturally, in acquiring language, humans first learn to listen, then speak, then read, and then write. Humans cannot speak before listening. Wallace et al (2004: 13) write that listening skills are very important skills because this skill allows humans to gain insight, understanding, knowledge and information, as well as achieve success in communicating with

other people. Therefore, listening skills are a very important skill in language. However, learning English is also a learning that has special challenges, both in the school environment and in the work environment, because some schools still apply traditional English learning and use the lecture method, so students cannot hone or develop their understanding. For example, MTsN 3 Jombang, which teaches English, still uses the lecture method at every meeting, although sometimes it also uses other media such as power points and blackboards and still lacks use of school facilities such as using computer laboratories which can be used to improve students' listening skills. 8A. Class 8A ICP itself is still lacking in listening learning so it could be said that their listening skills are still being honed so they are able to acquire 4 abilities, one of which is listening ability.

According to Slameto (2010: 10), learning activities are more successful if they are related to students' interests, desires and goals. Nowadays, young Indonesians have a great interest in music. This is proven by the proliferation of music programs and events in the country which are more focused on young people. The great interest of Indonesian young people in this music is an interesting thing to examine its influence. Remembering that music itself is often used as a teaching medium. English language learning at MTsN 3 Jombang is still lacking and they often learn using the lecture method so they lack listening skills and often get assignments in the form of questions from Student Worksheets or questions given by the teacher. On the other hand, class 8A ICP, which is one of the superior classes of MTsN 3 Jombang, has on average more ability to understand the material during the learning process. This is very unfortunate because of the lack of creativity from teachers in providing material aimed at improving listening skills so that their insight into listening is still lacking. It is true that not everyone in class 8A ICP has the same abilities, but they are very enthusiastic when participating in the learning process, such as often answering questions from the teacher, coming forward to answer questions and actively participating in discussion activities.

There are several other factors that cause students to not understand English material, one of which is that some students seem reluctant to delve deeper into learning English, and there are also those who, when the material is explained, open up other subjects because perhaps they think English is a subject. the hard one. The aims of this research are 1) To find out the extent of students' listening comprehension using English music. 2) To determine the level of accuracy of students' vocabulary in answering questions through incomplete text.

The media that will be used in this lesson is English music. According to Ainur Rofiq (2017), music is a basic need for every human being because music can make people feel happy, happy and comfortable with something. It can be said that music can be effective in the academic field by helping to form active student learning patterns, overcome boredom in the classroom and also has a big influence on children's mental and physiological development. Apart from that, if we listen to music, we will get new vocabulary in understanding a word, especially if we listen to English songs.

LITERATURE RESEARCH

Learning Media

Learning media is one of the learning intermediaries that can be used for the learning process and also to obtain information related to the material that will be delivered to students in the academic field of school and as a stimulus for thoughts, feelings, attention and will so that they are encouraged and involved in the learning process. The learning process is essentially also a communication process, so the media used in learning is called learning media. This is supported by Arsyad (2015:10), learning media is anything that can be used to convey information in the teaching and learning process so that it can stimulate students' attention and interest in learning. According to Karim (2014: 7), learning media is an intermediary that connects the sender of the message with the recipient of the message, in this case the message is in the form of learning material to achieve a goal in matters related to educational programs. Learning media can help learning to be more effective and efficient, one of which is using English music media.

1. Music

Music is a very common thing to listen to in everyday life when relaxed or when you are very stressed about something. When the learning process uses music, music can change the learning environment to be fun so that students are enthusiastic about participating in learning. Music can also help us feel energetic, confident, reduce sadness, eliminate anger, release stress and reduce fear and anxiety (Rismi U, 2012). So music can influence the human brain and emotions.

In the influence of music on the listener is very positive if it is heard and felt in the right portion and does not exceed the above normal things such as sleeping using earphones, listening at high volume, and listening to music that is unpleasant to the ear. The relationship (interaction) between psychology and music is also demonstrated by the growth and development of the discipline of music therapy in the context of the importance of musical experiences in human life (Zamil, 2016). Therefore, music influences brain development because it is planted from the brain. Musical stimuli at the beginning of development will greatly determine the influence in the long term. On the other hand, an initial negative experience (without music) will have long-lasting dramatic consequences.

METHOD

This research uses classroom action research. Each cycle consists of four stages, namely Planning (Planning), Actng (Implementation), Observing (Observation), and Reflecting (Reflection). In carrying out this research, the researcher carried out four stages, namely general action plans 1 and 2. The researcher planned the implementation of the research to be carried out, namely the time of implementation and determining the observer. Then in the action step, the researcher carries out the learning activity process in accordance with the learning implementation plan that has been made. Then the next stage is monitoring the use of the media. After the research is complete, review or reflection is needed. At this stage the researcher analyzes the data obtained while carrying out the action. Then proceed with planning for the next cycle. This research activity is carried out in cycles until the students' learning completion reaches the predetermined target.

The subjects of this research were students of class VIII A ICP MTsN 3 Jombang. The total number of students is 26 students, consisting of all male students.

RESULTS AND DISCUSSION

The results of these observations can be seen from the results of classroom action research obtained through implementing learning in English subjects using music in the classroom. In this assignment, cycle I was given a song lyric with a vague title Shania Twain – You're Still The One by filling in 10 lyrics that correspond to what they heard when the song was played 5 times.

After the research was carried out, the teacher assessed all students' answers according to their accuracy in filling in the missing lyrics. After the assessment, the average score in cycle I was 45.7, with learning completeness around 30.7%. The value is obtained from the assessment aspect in the form of completing and understanding the completed lyrics. In cycle I with an average result of 45.7 by looking at the Minimum Completion Criteria (KKM) determined by MTsN 3 Jombang, namely 70, there were 8 students who reached the completion criteria and 1 approached the KKM. Therefore, based on observations made by researchers in Cycle I, it can be concluded that students are still unable to master the learning media used through music. For this reason, further action is needed so that students are able to master learning well, by carrying out activities in cycle 2.

The complete results are attached in the following table:

Achievement	Cycle I
The highest score	80
Lowest score	10
Average score	45,7
Complete	26
Not Completed	0
Mastery learning	30,7 %

Table 1. Cycle 1 Student Learning Results

In cycle 2, learning uses music media by working on 20 questions. For cycle 2, it is almost the same as cycle 1, but in cycle 2 it is a question about lyrics that are part of the music Bruno Mars – It Will Rain, but provided a choice of answers for each question, so students just listen to the song and then choose the answer provided for each question. In cycle 2, the average score obtained by students was 69.6 and 80.7% of students achieved completeness in this subject. Meanwhile, according to existing research, a lesson will be complete if the mastery obtained by students is >75% of the total number of students. When compared between cycle 1 and cycle 2 using music as research media, students who have achieved learning mastery have experienced an increase, from 30.7% to 86%. From the scores obtained by students, it can be concluded that the use of music in learning English can help improve students' abilities in the material they study.

The complete results can be seen from the following table:

Achievement	Cycle II
The highest score	85
Lowest score	45
Average value	69,6
Complete	21
Not Completed	0
Mastery learning	80,7 %

Table 2. Cycle 2 Student Learning Results

The results of cycle 2 showed that there was a very significant increase in the learning outcomes of class VIII A ICP MTsN 3 Jombang students. This is proven by the percentage of completion and the average score which is increasing well. So it can be concluded that the use of music as a learning medium in class VIII A ICP MTsN 3 Jombang was declared successful and the cycle could be ended without continuing to cycle 3.

SUGGESTION

From this article, it is hoped that it will be able to help future researchers to perfect articles that will be researched in the future. There needs to be continued research with better and of course more effective and efficient methods applied in learning. Because researchers are still aware of the many shortcomings in carrying out the current research.

CONCLUSION

Based on the results of research in class VIII A ICP MTsN 3 Jombang, the use of music in the learning process is a form of educative learning and is also able to improve students' listening comprehension and also the accuracy of students' vocabulary in answering texts provided in sequence. The results of research carried out at school have been successful by carrying out 2 research cycles. In cycle 1 the student average was 45.7% and only 8 students completed above average, while in cycle 2 there was a very good improvement with an average score of 69.6% with a completion percentage of 80.7% and 21 completed students. So it can be concluded that the use of music in the learning process in class VIII A ICP MTsN 3 Jombang was declared successful and the cycle can be ended without continuing with cycle 3.

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