

IMPROVING STUDENTS' LISTENING SKILLS THROUGH ENGLISH SONGS USING YOUTUBE APPLICATION

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui kemampuan menyimak siswa kelas X MIA SMA Yaspita Serpong Utara, dan mengujinya dengan menggunakan metode mendengarkan lagu yang sedang dinikmati oleh remaja melalui youtube. Untuk fokus menerapkan pembelajaran yang menyenangkan dan kelas aktif selama pandemi COVID-19 saat belajar dari rumah, dan untuk meningkatkan minat siswa untuk lebih aktif dalam meningkatkan keterampilan mendengarkan mereka. Hasil penelitian membuktikan bahwa peningkatan keterampilan mendengarkan dapat dibantu dengan menggunakan media lagu berbahasa Inggris, siswa merasa nyaman dan menikmati selama proses mendengarkan karena mereka dapat lebih ekspresif dalam mengungkapkan perasaan dan kepercayaan dirinya tanpa takut salah akan kosa kata

Kata kunci: Mendengarkan, Lagu-lagu, Murid, YouTube

Abstract

The purpose of this study was to determine the listening ability of students in class X MIA SMA Yaspita Serpong Utara, and to test it by using the method of listening to a song that is being enjoyed by teenagers through YouTube. The aim of the research is to focus on implementing fun learning and active classes during the COVID-19 pandemic while studying from home, and to increase the interest of students to be more active in improving their listening skills. The results of the study prove that improving listening skills can be helped by using English song media, students feel comfortable and enjoy during the listening process because they can be more expressive in expressing their feelings and confidence without fear of mistakes vocabulary.

Keywords: Listening, Songs, Students, YouTube

A. INTRODUCTIONS

The English teaching and learning process in senior high schools is aimed at developing the students' competence in English, spoken and written, to achieve the level of functional literacy. Listening is one of the important skills that should be mastered because it helps students to improve other English skills (Tindak et al., 2015). In the daily life, people listen more than they read, speak or write, whether young or adult, have

difficulty with listening comprehension and pronunciation (Hashemian, 2014) Currently listening learning does not need to rely on conventional methods such as textbooks using YouTube was very effective because it allowed students to speak with more confidence and expression (Meinawati et al., 2020) and school-based English lessons, students can easily improve their listening skills through the latest songs on the YouTube application which almost all smartphone users have. 87% of respondents believed that

YouTube videos gave real-life examples that could relate to actual situations on a daily basis (Shafwati et al., 2021a) it will make students more relaxed and will create an effective and fun learning atmosphere, it will discuss how songs can help learners improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures (Millington, n.d.) In SMA Yaspita, where the research was taken place Several weaknesses were found in the teaching and learning process method which made the students feel bored and less interested, so that the students were not interested and lazy in learning English, especially in listening listening skill is considered as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners (Sevik & Professor, 2012a)skills, because there are also some students who have never received the listening English learning method, the students said that the English teacher who taught them only focused onteaching by using LKS books or commonly called student worksheets. English song can make the students become active in the class, they are interesting, and so they can do a listening task well (Aneth & Hidayat, n.d.-a)

B. Method

In order to answer the research question, qualitative descriptive research was used. "A descriptive research is designed to describe the existing phenomena" (*Information Technology used by*

Millennial Good English Language Learners in an Indonesian University to Improve their English Skills, n.d.) By using qualitative descriptive research, we can find out the facts that are actually happening in the field, and describe them in several perspectives, in 2 meetings with students from SMA Yaspita Serpong Utara with a total of 14 students.

In this study the author tries to test the students listening to a song by using Youtube as the media and students filling in the missing song lyrics. The writer collects data in each discovery and observes 14 students at the first meeting and at the second meeting. By using the listening method, listening to songs that are currently trending among young people and there are also audio visuals which make students feel comfortable and enjoy the teaching and learning process.

C. Research Results and Discussion

1. Teaching Preparation

In this study, the author conducted research at SMA Yaspita class X MIA, with 14 students. In this study, the author only had the opportunity to teach for two meetings before the students headed for the end of semester examination, where meetings were held every Wednesday 13.00-14.30 WIB using the Google Meet application.

a) Opening activities

The implementation of learning begins with praying and greeting the students one by one, getting acquainted and discussing about the previous English learning materials they got, and after that the writer gives the lyrics of the questions through a share screen on the google meet application and plays a song from singer Dua Lipa

entitled " Levitating" three times,
with song lyrics in the form of:
If you wanna run away with me, I
know a 1) _____
And I can take you for a ride
I had a premonition that we fell into a
rhythm
Where the 2) _____ don't stop for life
Glitter in the sky, glitter in my eyes
Shining just the way I like
If you're feeling like you need a little
bit of
company
You met me at the 3) _____ time
You want me, I want you, baby
My sugarboo, I'm levitating
I need you all night, come on, 4)
_____ with me
I'm levitating
I believe that you're for me, I feel it in
our 5) _____
I see us 6) _____ in the stars
We can go wherever, so let's do it
now or 7) _____
Baby, nothing's ever, ever too far
Glitter in the sky, glitter in our eyes
Shining just the way we are
I feel like we're forever every time we
get together
But whatever, let's get 8) _____ on
Mars
Yeah-yeah-yeah-yeah (woo)
My 9) _____ is like a rocket, watch it
blast off
And I'm feeling so electric, dance off
And even if I wanted to, I can't
stop
My sugarboo, I'm levitating
The Milky Way, we're renegading
I got you (yeah), moonlight, you're my
10) _____

b) Main Activities

After the writer made observations to 14 students using songs from Youtube and broadcast them live using the google meet application and the students filled in the missing song lyrics, after that the writer asked several questions related to the meaning contained in

the song with the students' daily lives, here are some question asked by the writer.

1. Song lyric talking about present situation use _____ tense
2. Song lyric talking about the future use _____ tense
3. Song lyric talking about possible conditional situation in the future may use _____
4. When an if-clause is in the beginning of a sentence, put _____ right after the if-clause.
5. When an if-clause in the end of a sentence, a comma _____ the if-clause

The five questions were asked to the students with the aim of finding out the students' ability in listening and understanding the meaning of a song, whether the students understood the meaning contained in the song, and the last two questions which tested students on the discussion of conditional sentences, Moreover, conditional if type I describes a possible result situation following the precondition, the following is the sentence structure of conditional if type I. the writer gave a question in the form of an if clause to the students because in the lyrics of the song Levitating there is the word If which in the grammar is included in the If Clause Type I.

Furthermore, the author has tried to explain more focused on grammar, the author explains the grammar of the simple present tense. Many motivational songs use the simple present tense because the songs usually talk about the present situation. Now, recall the sentence structure. The simple present tense consists of two types. Namely nominal and verbal. Therefore, the formulas that we must know are also of two

types. formula nominal Simple Present

(+) S + to be (am/is/are) + adjective/adverb

(-) Subject + to be (am/is/are) + not + adverb

(?) To be (am/is/are) + S + adjective/adverb?

Verbal Simple Present

(+) S + verb 1 (+ s/es) + O

(-) S + do/doesn't + V 1 + O

(?) Does/Do+ S + V 1 + O?

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes). The Simple Future

Motivational songs sometimes use the simple future to express what may happen in the future, the simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'. Remember the sentence structure

(+) Subject + will + V1 + object/adverb

(-) Subject + will not + V1 + Object/adverb

(?) Will + subject + V1 + object/adverb

Conditional If Type I, Conditional sentences are used to express conditional situation. Moreover, conditional if type I describes a possible result situation following the precondition. The following is the sentence structure of conditional if type I. Precondition + result, if clause + the simple, result + result, the simple + if clause, the simple + if + the simple. Note add a comma (,) when an if-

clause begins the sentence. Don't add a comma in front of an if-clause when a sentences and wit and if-clause.

c) Exercising and Practicing

After the writer explained about the simple present tense, the writer took the initiative to test the students' understanding of the simple present tense by giving them some questions about the simple present tense, the following are ten questions that the author gives to students regarding the simple present tense:

Complete the following sentences with the correct verb. Use the simple present tense.

1. I _____ trees of green and red roses too. (see)
2. We _____ the champions. (be)
3. In every live, we _____ some trouble (have)
4. This girl _____ on fire. (be)
5. When you _____, call me (worry)
6. I _____ not worried, I _____ happy (be)
7. Every day _____ is beautiful (be)
8. I _____ beautiful not matter what they _____. (be;say)
9. Ahmad _____ his father's car every Sunday morning. (wash)
10. My mother _____ groceries every week. (buy)

d) Closing Activities (evaluation)

The author evaluates after giving some tests to students regarding listening skills, vocabulary possessed by students, grammar and pronunciation skills that students have when saying words and sentences in English, after getting a few lessons the students are getting excited to learn English and more confident and not afraid to try. Even the students have started to dare to be more confident in front of their friends

when speaking English and express their opinions using English using the simple present tense.

2. Teaching Analysis

The teaching method using youtube among young people does provide a more fun learning atmosphere, the habit of the teaching and learning process that only focuses on books or worksheets which can easily make students feel bored and unmotivated, Listening is one of the skills in learning English(Dewi et al., n.d.) by learning to listen using youtube students feel more comfortable and fun, because apart from being able to express themselves more, the students can also sing together during listening lessons using YouTube and improve the brain's ability to remember new vocabulary in each song To improve listening skill, people can exercise through listening English song because listening English song has the benefit to improve listening skill.(Listiyarningsih, 2017) , students' interest in using YouTube movie videos in practicing their listening ability either inside or outside of class(Silviyanti, 2014) The use of Youtube in education have focused mainly on academic achievement, with very few studies are conducted in the instruction of the performing arts (DeWitt et al., 2013a)

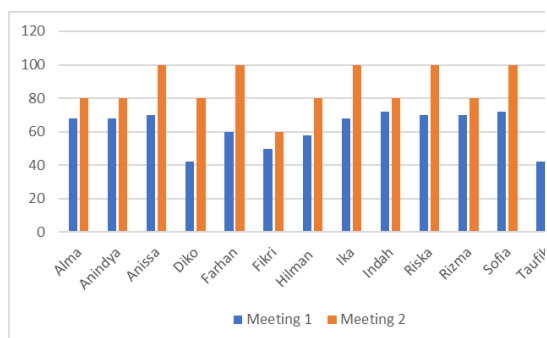
listening skill is considered as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners (Sevik & Professor, 2012b) students especially young people feel very comfortable when

learning to listen to using songs, they are more able to express themselves when learning to use songs, by using songs that are currently hits among young people which can make students more interested in exploring the meaning of the song. a song and focus on the vocabulary in the song a testament to this is the frequency with which songs are used in English Language Teaching classrooms all over the world (Millington, n.d.)

After the writer got the score from the pretest and post-test from the students who learned to listen listening to the song and looking for the meaning of the song and working on questions about the simple present tenses of the sentence of a song, This is evidenced by the test results where the mean score increased from pre-test to post-test in two meetings (pre-test=70, and post-test=100). This concludes that there is an increase in students' listening ability.

with the results of the scores from the pre-test and post-test, the writer concludes that learning to use songs through youtube with audio visual support can help students improve listening skills, Youtube the potential to be used as an instructional tool in the performing arts in line with current trends of collaboration and social networking in education(DeWitt et al., 2013b) as evidenced by some students who previously were still very lacking in vocabulary mastery and self-confidence. those who are less able to improve by using the learning method of listening to a song through youtube.

1) Score for Each Meeting



Graphic 1. Students' Practice Score for Each Meeting

Graphic 1 explains the results obtained by students at each meeting, namely the first pre-test meeting and the second meeting is the post-test. The audio visual mode may improve students' listening ability, and make listening more interesting, (Shafwati et al., 2021b) there was an increase in the score at the second meeting which proved that improving listening skills by using the method of listening to music through the Youtube application has indeed proven to have a positive effect. YouTube listening/viewing activity presented statistically significant effect on the part of the experimental group subjects' listening comprehension skills (Muhammad et al., 1436)

The author finds advantages and disadvantages in using Youtube as a learning method, indicates that English songs is effective in listening skill. (Solihat & Utami, 2014) some of the advantages are that students can easily access YouTube as a learning tool anywhere and anytime.

The majority of students strongly or slightly agreed that watching English movie and TV clips was more useful than using a textbook

CD and that the clips helped them to improve their listening skills and better understand vocabulary and phrases used by native speakers (Damronglaohapan & Stevenson, 2013) there are no limitations when using YouTube, and a very simple and almost easy way of use that can be used by all Among students.

On the other hand, in terms of learning by using Youtube, there are some drawbacks, among others, students must have a good and stable internet connection and support internet quota. unfortunately not all students have internet quotas to access Youtube as a learning tool, apart from being constrained by the quota of learning by using Youtube, it must also be supported by a strong signal, not all regions in Indonesia have a good and strong signal to access Youtube as a learning tool to improve listening skills, the use of songs is likely to improve the students' listening comprehension skill (Aneth & Hidayat, n.d.-b) YouTube provides both audio and visual to the learners which gave students an opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities Oddone. (Ayu, 2016)

Besides from the advantages and disadvantages of learning to improve listening skills using a song through the Youtube application, the Audio (Dheghu et al., 2021) Visual learning model can improve learning achievement the author has tried to evaluate some of the problems at SMA Yaspita and help solve these problems by providing some suggestions that students can do with the support of teachers at

SMA Yaspita. The following are some of the obstacles found during the teaching and learning process of listening skills :

a. Problems

1. Not all students have enough quota to access songs from youtube.
2. The students were disturbed because there were advertisements when playing songs from Youtube and made students lose focus.
3. The students need more time to understand a song and clarify the vocabulary in each song.
4. There are some students who are learning listening skills for the first time

b. Solutions

1. The writer helps to provide quotas to access Youtube for 2 meetings.
2. To avoid advertisements during learning to listen to songs using Youtube, the author subscribes to Youtube premium, so that when sharing screens using Google Meet there are no ad interruptions.
3. To help students understand the song and the vocabulary in the song being played, the writer gives three opportunities to play the song.
4. Before learning begins, the author provides opportunities for students to read the material to be studied, so that students who have never taken

listening skills classes can be helped with a light opening by talking about light things in English.

D. Conclusion

Youtube is a social media which can make everyone get access to view and upload a video, besides functioning as a social media Youtube also has a useful educational function for students during the covid-19 pandemic which requires students to learn independently from home , not a few of the students are interested in increasing their knowledge by using Youtube. one of them is using Youtube to improve listening skills by using a song on Youtube, students can easily listen to English songs from Youtube anytime and anywhere.

Positive results from students who use Youtube as a means to improve listening skills are able to make students more expressive and independent in increasing knowledge, students during the covid-19 pandemic feel very benefited by the existence of Youtube. they feel that improving listening skills by listening to songs using Youtube makes them very comfortable and not burdened. they even feel that they are not like learning, because they really enjoy songs from Youtube and can easily understand the meaning and get new vocabulary from listening to songs using Youtube.

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