

**A DESCRIPTIVE STUDY ON TEACHING LISTENING
USING SONGS AT THE SECOND YEAR OF
SMA MUHAMMADIYAH 2 GEMOLONG**



RESEARCH PAPER
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by
DIYAH WIJAYANTI
A.320 040 335

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is used to communication with other people. It is the most widely spoken language used in the biggest part of the world for communication among people. The fact that is developed science, technology, art and culture come from west countries that is delivery with English. So we need good relationship with other countries. In Indonesia, English as the first foreign language is very important to absorb and to develop science, technology, art and culture. Besides it is also important for developing relationship among countries (Decree of The Minister of Education and Culture number 060/4/1993). From these reasons above, people begin to learn English since they are children. Its purpose in order the students can spoken English fluently. Since child until teenage, the students must accustomed to use English. It also becomes a compulsory subject in secondary school in Indonesia. Therefore, it is very important for Indonesian people to learn this language.

With the previous purpose, teacher as organizer of teaching learning process must be creative in combining the purpose of English as an international language and the objective of teaching English. The objective of teaching English is to develop the linguistic competence both in spoken and in

written forms. As everybody knows that linguistic competence includes the four language skills: namely listening, speaking, reading, and writing. For this reasons, teacher should always make many efforts to involve students in the language activities using language for communication.

Listening as one of linguistic competencies is a critical element in the language performance for adult second language learners when they are communicating either at school or in the community. Listening also has often been called a passive skill. This is misleading because listening skill demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources. Listening is an active process in which the receiver assumes a responsibility. It also calls for a response on the part of the listener. Such response may be a reply, an action, a facial expression and applause, something indicating that the message has been assimilated.

Giving beginners lots of listening practice before asking them to speak is more beneficial than getting them to speak from very first stage. In the earliest stage of learning, the students need to be given help in identifying where sentences, phrase and words begin and end. In other words, they need help in recognizing some of the structures of language. So the teacher can help them to do this listening activity before asking them to speak, so that when the teacher orders them to speak in front of class, they can do it.

In SMA Muhammadiyah 2 GEMOLONG the teaching learning process of listening is done using ALM (Audio Lingual Method) method in

listening learning process. The school has modern and complete language laboratory. This language laboratory is the standard for teaching language. In addition, SMA Muhammadiyah 2 GEMOLONG is one of the favorite schools in Sragen, so the writer wants to know the quality of student's motivation or student's interest especially in English subject.

The teacher of SMA Muhammadiyah 2 GEMOLONG has some difficulties when he teaches listening skill. One of them is some students cannot understand well the material and most of them are passive in class. This is because they have limited vocabulary. Because of that reason the teacher must have many techniques to develop the ability by teaching listening especially grammar, vocabulary and pronunciation.

To reach a good development in teaching listening, teacher should create various teaching techniques to increase the English ability of students. One of the techniques to teach listening skill is using songs. Songs can give motivation to students, because teenage learners usually like listening to music. So it is expected that students can be more motivated to increase their English ability.

Based on the phenomenon above, the writer wants to analyze more deeply about "A DESCRIPTIVE STUDY ON TEACHING LISTENING USING SONGS AT THE SECOND YEAR OF SMA MUHAMMADIYAH 2 GEMOLONG".

B. Problem Statement

The problems, which the writer is going to investigate, are as follows.

1. How is the implementation of teaching listening using songs to the second year students of SMA Muhammadiyah 2 GEMOLONG?
2. What are problems faced by the teacher and the students in listening activities using songs at SMA Muhammadiyah 2 GEMOLONG?
3. How does the teacher cope with the problems?

C. Objective of the Study

This research aims:

1. to describe the implementation of teaching listening using songs to the second year student of SMA Muhammadiyah 2 GEMOLONG
2. to describe problems faced by the teacher and the students in listening process using songs.
3. to describe the teacher strategies to cope with the problems.

D. Limitation of the Study

In this research the writer needs to limit the study in order to be more focused. This study only observes the implementation of teaching listening using songs in the classroom.

E. Benefit of the Study

The result of the study will have theoretical benefits and practical benefits.

1. Theoretical Benefits

- a. The result of the research can be useful for English teacher in giving additional input in English listening class.
- b. The result of the research can be as the reference for new researches to conduct further researches on teaching listening for the next research, particularly in creating a new concept of teaching listening.

2. Practical Benefit

- a. It can be a source of information and knowledge about teaching-learning process of listening especially in Senior High School.
- b. It can be a tool to reflect the teacher and teaching and learning English especially in listening skill.
- c. The other English teacher can adopt the technique of songs as teaching techniques especially in listening skill.

F. Research Paper Organization

In this case, the writer organizes her research paper into five chapters.

Chapter I is introduction which explains the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization

Chapter II is review of related literature. It explains previous study and also dealing with underlying theory, it consists of teaching English at Senior High School, concept of listening, the problem in teaching listening and concept of songs.

Chapter III is about research method. It consists of type of research, subject of the study, object of the study, data and source of data, method of collecting data and technique of analyzing data.

Chapter IV is research finding and discussion. It consists of research finding, discussion, the implementation in teaching listening using songs at the second years of SMA Muhammadiyah 2 GEMOLONG, the problem faced by the teacher and the students in teaching listening using songs at the second years of SMA Muhammadiyah 2 GEMOLONG and the teacher's strategies to cope with the problems.

Chapter V is conclusion and suggestion. It consists of the conclusion of the research and then it proposes some suggestions.