

**A DESCRIPTIVE STUDY ON THE ABILITY IN LISTENING TO THE
ENGLISH SONG OF TENTH GRADE STUDENTS OF SMK BATIK 2
SURAKARTA IN 2017/2018 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirement for Getting
Bachelor Degree of Education in English Department**

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APPROVAL

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A DESCRIPTIVE STUDY ON THE ABILITY IN LISTENING TO THE ENGLISH SONG OF TENTH GRADE STUDENTS OF SMK BATIK 2 SURAKARTA IN 2017/2018 ACADEMIC YEAR

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kemampuan mendengarkan lagu berbahasa Inggris pada siswa kelas 10 SMK Batik 2 Surakarta tahun ajaran 2017/2018. Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan mendengarkan lagu bahasa Inggris siswa di SMK Batik 2 Surakarta tahun ajaran 2017/2018 dan menemukan kesulitan yang dihadapi siswa pada mendengarkan lagu Bahasa Inggris di SMK Batik 2 Surakarta tahun ajaran 2017/2018. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Metode penelitian yang diterapkan adalah dengan memberikan siswa lembar kerja dan mewawancarai siswa. Lembar kerja tersebut terdiri dari dua bagian. Bagian pertama adalah soal melengkapi lirik lagu Bahasa Inggris. Bagian kedua adalah menjawab soal tentang lagu Bahasa Inggris tersebut. Ada tiga komponen dalam menilai lembar kerja siswa: (1) kosa kata siswa. (2) ejaan siswa. (3) makna lagu. Ada 10 pertanyaan untuk wawancara siswa. Hasil dari penelitian ini menunjukkan bahwa: (1) kemampuan mendengarkan lagu Bahasa Inggris pada siswa tergolong baik. Hal ini dapat terlihat dari nilai lembar kerja siswa. Ada lima siswa yang mencapai nilai tertinggi yaitu 100, dan ada tiga siswa yang mencapai nilai terendah yaitu 65. Rata-rata nilai siswa adalah 82,5. (2). Kesimpulan yang diperoleh adalah sebagian besar siswa masih merasa kesulitan pada kosa kata dan pengejaan kata. Tetapi, secara keseluruhan kemampuan mendengarkan lagu berbahasa Inggris pada siswa sudah baik.

Kata Kunci: mendengarkan, kemampuan siswa, lagu bahasa Inggris

Abstract

This study is aimed to describing the students' listening ability to English song at the tenth grade of SMK Batik 2 Surakarta in 2017/2018 academic year. The objective of study is to find students' difficulties in listening to English song and describe the students' listening skill to English song at SMK Batik2 Surakarta in 2017/2018 academic year. The type of the study is descriptive qualitative research. The method of collecting data is giving worksheet and interviewing. The worksheet consist of 2 parts. First part is about filling in the blank questions about a song. Second part is some questions which are suitable with the song. There are three components to find the research result based on students' worksheet: (1) students' vocabulary. (2) students' spelling. (3) meaning of the song. There are 10 questions for students' interviewing. The results of the study show that: (1) students' listening skill to English song is good. It can be seen from the students' worksheet score. There are five students who achieved the highest score which is 100, and three students achieved the lowest score which is 65. The average of the score is 82,5. The conclusion is most of students have difficulties in vocabulary and spelling a word. But overall the students' ability in listening to the English song is good.

Keywords: listening, students' ability, English song

1. INTRODUCTION

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Linse (2005:12) also considers the teaching of listening skills as a basic skill to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims. To this end, Ur (1996:25) argues that a listening purpose should be provided in the definition of a pre-set task. The definition of a purpose (a defined goal, as in the “wake up” example) enables the listener to listen selectively for significant information. Providing the students with some ideas of what they are going to hear and what they are asked to do with help them to succeed in the task; it also raises motivation and interest. The fact that learners are active during the listening rather than just passive waiting, keeps them busy and reduces their boredom.

Descriptive text is a text which a writer tries to picture what he/she is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states that “the writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” The structure or generic structures of descriptive texts are:

- 1) Identification: this paragraph consists of topic sentence that introduces the object going to be described

2) Description: this part is a series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.

In vocational high school curriculum, a descriptive text is a material which is learned at the tenth grade. But most of students usually faced the difficulty in writing descriptive texts. Students' capability in writing descriptive text is influenced by many factors. One of the factors is writings' complexity. Most of students are weak in using tenses when they are writing a text. Even though the tense which is used for this text is only Simple Present Tense, most of students cannot use it correctly. Vocabulary also takes an important role in writing descriptive text, but most of students also have only a little vocabulary that they know. So that makes writing a descriptive text too difficult for them.

Instead of doing their usual listening comprehension based on the text books, they should try to uses song. Students will think about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

There are some reasons why the researcher choose this research. First, the researcher wants to make students think that listening is not a difficult skill if students find the interesting way to study it. Second, if students think that listening is interesting, they can increase their English skill.

This study is necessary to limit the scope of the study only on the tenth grade students' ability in listening to English song, including their ability in using the right vocabulary, spelling, and comprehends meaning of English song.

2. METHOD

The research is descriptive qualitative research. The type of this study is descriptive qualitative research. The subject of this study is the students of tenth Multimedia classes. The object of this study is students' ability in

listening to English song. The data sources of this study are the informant and document. The methods of collecting data are There are some methods of collecting data. There is interviewing. In this case, the data are taken from interview. The process of interview is giving some questions to the teacher and students. In this section, the researcher tries to get information from the teacher about the students' ability in listening using English song and from the students about their difficulties in listening skill.

The purpose of this research is to describe the students' ability in listening to English song and to describe the difficulties faced by the students of tenth grade of SMK Batik 2 Surakarta in listening to English song.

3. FINDING AND DISCUSSION

The research findings describe the problem statement, as follows: 1) Students' ability in listening to English song; 2) The problem faced by students in listening to English song.

3.1 Students' Ability in Listening to English Song

Most of the students' have the similar ability in Listening to English Song, even though the teacher asks them with the same questions. Most of students have difficulties in writing the right words with right spelling, and understand the meaning of the song.

The researcher evaluated the worksheet of students in the form that written by the researcher. The reseacher divided the students' worksheet in to two parts. The first part is filling in the blank and the second part is answering some questions about the song. In analyzing the students' ability in listening to English song, the researcher evaluated the worksheet based on the vocabulary, word-spelling, and the meaning of the song. To know their ability in listening the researcher analyzes their worksheet.

Based on the analysis of the worksheet made by students, the researcher found that they still have mistake in listening English song. Most of all students do a mistake in writing a right spelling a word. It is because, they are less of English vocabulary. It makes them cannot write a right word

correctly. The first biggest mistake in the worksheet is spelling a word. The second, is vocabulary. They do not know the English of some words. That makes them cannot understand the meaning of the question and most of them choose to answer some questions in Indonesian. In understanding meaning of the song, most of students can understand the meaning English song not only in general meaning, but also in detail meaning of every part. Eventhough, they describe it in Indonesian.

From the data score, the researcher concludes that the ability of listening to English song of tenth grade students of Multimedia class is good. The lowest score is 65 and the highest score is 100. The average of the score is 82,5. There are five students achieve the highest score, and for the lowest score there are two students achieve it.

3.2 The Problem Faced by Students in Listening to English Song

The researcher give some students 10 question and interviewing them. The questions is about students' ability in listening to English song. Based on the interview above, the problem faced by students can be classified as follows:

- 3.2.1 There are 40% students in class X Multimedia 1 and X Multimedia 3 like listening skill, and 60% students like others skill (writing, speaking, reading). There are some reasons why they like listening skill, such as: listening is a fun skill, listening has a good way in delivery on material, listening is a simple skill because all the students have to do is just sit and listen what speakers says, etc.
- 3.2.2 Some students said that they find some difficulties in listening especially listening to English song. For example: their lack in English vocabulary, feeling confused, the audio voice is too fast, etc.
- 3.2.3 There are some good impact because of students learn listening to English song, such as: They can increase their listening ability, English vocabullary, and know how spelling word in English.
- 3.2.4 Some students have their own Favourite English song. They can give a lyric or a word from that song. They also know the meaning of the song because their favourite song has a meaningfull lyric, touching lyric, etc.

4. CLOSING

4.1 Conclusion

Based on the research findings in SMK Batik 2 Surakarta, the researcher draws conclusions, as follows:

- 1) The ability of tenth Multimedia students in listening to English song which is divided into three aspects is good. the researcher finds the students score. We can see the ability of students in listening to English song by knowing their score. The highest score achieved by student is 100, and the lowest score is 65. The average score of the students is 82,5.
- 2) Based on the result, the researcher also finds out that most of students have difficulties in vocabulary skill and spelling words. Vocabulary is a basically aspect to learn more about other language especially English. Spelling is the most crucial problem faced by the students. The problem of spelling is an effect of the less vocabulary that the students know. The students need learn more about vocabulary and try to spell it more often.
- 3) The last problem faced by the students is understanding meaning of the song. Some of the students said that they do not know meaning of song because they do not understand the meaning of some words on the lyric.

From the data above, it can be concluded that the result of this discussion describes the ability of the students in using three aspects of listening; vocabulary, spelling, and meaning of the English song. From the analysis, the researcher finds that the students have difficulties in vocabulary and right spelling.

4.2 Suggestion

Based on the conclusions, the researcher has some suggestions for the students, for the teacher, for other researcher, and for school.

- 1) For the students

Students should increase their English vocabulary, because vocabulary is a basic part if someone wants to know more about English language. Their English vocabulary can be increased by doing some activities like watching some English films, listening their favourite English songs

everyday, or doing English exercise everytime they have a free time. It can increase their English vocabulary effectively.

2) For teacher

The teacher may give students more exercises especially in listening skill to make student's ears accustomed to listening to English.

3) For other researcher

The other researcher should use other English songs that have more difficult levels than " I have a dream" by Westlife. It can make students know more about English vocabulary words. The other researcher also should have to make an innovation in worksheet.

4) For the school

The school should provide better facilities for students to listening session. They can help students have more spirits to study English.

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