

Music and Seventh Graders' Listening Proficiency: Does Islamic song work?

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ABSTRACT

The use of music in teaching-learning is helpful and is not only for teachers but also students. For teachers, this music to know if the application of Islamic music in the listening class will help students improve their listening will help them to transfer their knowledge easily and in a pleasant way. While for the students, they will enjoy learning even more. The usage of the music is the use of Islamic music in listening activities. This study aims skills. This study is Classroom Action Research conducted on seventh grade high school student Pare located in Surowono Village Pare-Kediri. The research goes through the four steps, they are planning, acting, planning, and planning in one cycle. Also, three kinds of instruments are used in the study: observation, interview, and documentation. The theory used in this study is Charlotte's theory that claims that listening is one of the skills that can help students develop in learning and have basic function in communicating. This process allows for a greater measure of litigation. The result of the study pointed out that the use of Islamic music did have a positive effect on the students in that it increased their vocabulary skills and pronunciation.

Keywords: Listening Proficiency, Islamic Music, Media

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INTRODUCTION

Music is a universal language that humans understand, a means of communication that can cross the barriers between nations and eliminate all differences. However, music can also be misinterpreted by some people, including teenagers who are members of the Punk community. Punk is behavior that is born from the nature of being against, dissatisfied, angry, and resentful of something that is not in place, especially against acts of violence. Based on the results of the study, it was found that the higher the level of change in adolescent attitudes and behavior in punk children, the higher the juvenile delinquency rate, and vice versa (Wijayanti, 2020). In other words, the more music is misinterpreted by punk children, the more influence it will have on their relationships and delinquency.

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Indeed, music can be used optimally, for example, in learning English, especially now that English is one of the foreign languages that learners must master. Teaching an EFL class using music has many benefits. Music as a teaching material can support the development of students' character and facilitate language development; students can distinguish the pronunciation of words; they can recognize dialect variations in songs (Solanon et al., 2020). Religious music such as music with Islamic nuances can also be applied in EFL classes. Teaching English to students using Islamic music is proven to be effective in increasing their understanding and motivation to learn, as well as supporting the classroom atmosphere (Naralita & Aziz, 2020).

Another strength of music media in the EFL class is that it is flexible to teach various targeted language topics and competencies, can enrich vocabulary through repeated words and lyrics, improve listening skills and vocabulary retention (Alhadad et al., 2021). It's just that teaching English in a school environment is often less fun. Many teachers teach with the classical method or lectures only. As a result, their mastery of English skills is also not optimal. Listening proficiency which they master tends to be very limited. One effective way to overcome the problem of limited listening skills in English is through learning songs. Research on junior high school students shows that songs can increase students' motivation in learning English (Elsa, 2014). In addition, songs that can be used in the learning process are popular songs and are often heard by educators and students in their daily lives. Then in the implementation process, the teacher starts learning through song lyrics already known to students by listening to them.

Songs are very effective and fun learning media in learning. As already mentioned, English is a foreign language, and the fact that learning English is not easy and cannot be underestimated. In teaching and learning activities, a joyful atmosphere is needed in the classroom so that students can enjoy their learning activities and achieve their learning goals. With songs, students can learn without feeling burdened. Therefore, songs can also improve four English skills: reading, writing, listening, and speaking (Fransischa, 2016). In addition, song is also helpful to enhance student's vocabulary (Rianti, 2017) and to learn English alphabet (Yeni & Amelia, 2020). Therefore, through songs, learners can improve their English skills with fun.

Learning media includes tools that are physically used to deliver learning materials. Music or song as audio tool can facilitate learning for several topics conveyed to students (Arsyad, 2021). It also functions as a learning media for conveying messages (Rusma, 2012). The development of learning requires learning to use media. Some of the media that can be used in language learning using music are tape recorder, radio, television, and Video Compact Disc (VCD) (Aminuddin, 2014).

Several experts express their opinions about the meaning of song, some state that the song is the result of a musical work in the form of a series of tones and verses that are arranged to express the thoughts and feelings of the creator. Variety of rhythmic voices in speaking, singing, reading, and so on (Purnomo et al., 2015). A song is a collection of beautifully arranged words sung to musical accompaniment. When students feel bored in learning English, the teacher must provide interesting media for them. The use of songs in learning can provide several benefits, such as a) a means of relaxation in neutralizing heart rate and brain waves; b) growing interest and strengthening the attractiveness of learning; c) creating a more humane and fun learning process; d) as a bridge in remembering learning materials; e) building retention and touching students' emotions and ethical sense; f) the

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process of internalizing the values contained in the learning materials; and encouraging students' learning motivation (Roffiq, 2017).

One of the skills included in the English component is listening proficiency. It can help developing learning and supporting communication (Charlotte, 2008). However, teaching and learning listening or listening at first did not get the main priority in language classes (Renandya, 2002). Hence, listening is a natural process that begins a person's language skills before he can speak. In the early stages of the language acquisition process, listening skills play a vital role. These facts provide an apparent picture that learning with songs that are already known to students will help improve learning outcomes. It also fosters enthusiasm for learning, and makes learning more fun for students.

English teaching using songs has been suggested in several studies. Using English songs can improve one's language skills or abilities (Fransischa, 2016). Other studies also mention that songs can be an ice breaker from class routines. A study conducted in a high school at Kebumen concerns on developing song media as materials but this research focuses on development goals, which aim to improve student learning outcomes (Suyati, 2018). Then, there are other previous studies which were also developing songs to improve students' listening comprehension skills (Hidayat, 2013). However, studies also show that the use of song in English classroom is not only interesting but also challenging as well (Lestary, 2019). Despite the numerous findings on the contribution of song to improve student's listening skill, it still needs more explorative analysis on the use of Islamic song, whether it also works well for enhancing seventh graders' listening proficiency.

This study concerns teaching English in junior high school, especially teaching listening through Islamic songs which is enjoyable and to prepare students to face teaching English at the high school level. This research aims to teach students in learning English that is enjoyable and provides basic of English. Then it also determines the songs that are easy to practice in learning English. This research used Islamic English songs that have been memorized or known by the students. One of the Islamic songs in English that is easy to understand and fun is the song "Assalamualaikum" in the album Salam whose singer is Harris J. This artist is a Muslim teenager artist who is being loved by teenagers today.

The result of this research is hoped to be able to help teachers in teaching listening in an effective and an enjoyable way. The results can also improve students' understanding of listening to teaching through Islamic songs which are interesting and fun. In other words, this research hopes to increase the awareness of teachers and students on the importance of teaching listening through songs in English.

METHOD

The research method used in this study was Classroom Action Research (CAR). In this case, the researcher used two cycles to see the improvement of teaching listening through Islamic English songs in a fun way. The researcher used classroom action research procedures which consisted of four steps: planning, acting, observing, and reflecting in one cycle (Kemmis & Targgart, 1981). When one cycle was complete but there were still obstacles in the research, then proceed to the second cycle with the same steps as the first cycle. One class used in this study was initiated by a preliminary study to find out the problems faced by students in the classroom when listening learning took place. This research was conducted to seventh grade students of Krecek Pare Junior High School located in Surowono village, Pare Kediri.

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The data obtained from the results of observations, interviews, and documentation. Observations were made to determine the conditions and situations in the classroom when learning took place. Interviews were conducted to obtain data from teachers and students about learning listening through English Islamic songs. The test was conducted to check students' listening skills through Islamic English songs. Then documentation was used to collect data such as student's assignment and lesson plans from the teacher.

After the data was collected, the data analysis is carried out. In this study, data analysis was carried out by using the criteria of success to measure the indicators of improving students' listening to Islamic songs. If one of the indicators of the criteria of success had not been achieved, it would be continued with the next cycle.

FINDINGS AND DISCUSSION

The Implementation of Teaching Listening through English Islamic Song

First Cycle

In the first cycle, the researcher drafted a collaborative research plan with class of teachers by making lesson plans, preparing media in the form of speakers, Islamic English songs, listening question sheets. The results of student observations in the first cycle showed that students were still confused when listening to English songs, they were also confused when filling out the listening questions. Another problem found by students was that they still had difficulty to understanding word by word because they were still lack of vocabulary and pronunciation. Then the last problem was the time given to students is not enough to fill in the listening questions.

Table 1. The listening scores in the first cycle

Total of students	Achieved	Not Achieved
N= 32	15	17
Average	49%	51%

Based on the results of the table in the first cycle, it has not reached yet with the criteria of success. From the results above, it can be concluded that the researcher has not succeeded in the first cycle because the students have not reached the criteria of score determined by the researchers. Before the researcher continued the second cycle, the researcher revised the planning design so that in the second cycle could achieve the target the criteria of success then the research could be stopped.

Second Cycle

In the second cycle, the results of student observations showed that student's activities in the listening learning process in the classroom were better than the first cycle due to the modification of the technique from the researchers by applying Islamic songs that were easily understood by students such as the song "Assalamualaikum by Harris J". Students were more enthusiastic and focused when the researcher played the song used as a test. The researchers allowed students to ask about vocabulary and pronunciation that had not been understood.

Table 2. The Listening Scores in the Second Cycle

Total of students	Achieved	Not Achieved
N= 32	26	6
Average	81%	19%

Based on the results of the table in the second cycle, it showed that of the 32 students who worked on the test questions from the researchers: 6 students got the lowest score of 60, 3 students got the highest score of 90, and the rest of the students got an average score was 72. In which, the results of achieving this second cycle was succeeded in achieving the target of criteria of success. The percentages was 81% from 100%. In this case, it could be concluded that the researchers succeeded in achieving the target criteria of success and has succeeded in improving students' listening skills by applying listening teaching through Islamic English songs.

The results of the research from the second cycle showed that there was a positive effect obtained by students in the application of listening teaching through Islamic English songs. The first was to create the enjoyable atmosphere for students. In which, it will bring students better understanding in facing the difficulties. The second was attractive. This made students pay more attention in the class, the better the concentration of students, the better understanding of students. In general, students often felt bored during teaching learning activities. By applying listening teaching through Islamic English songs, it would make students engaged more in the learning process. The third was to increase student motivation. The most important aspect of learning was motivation. Within songs could increase students' motivation to attend to the class to learn English. This finding supports the result of other study in the context of Malaysian EFL classroom (Bokiev et al., 2018). The use of music and song has been proven to increase student's engagement, cultural awareness, as well as creativity.

Several previous studies have discussed the same theme as this study, namely about songs. Like research conducted at senior high schools, the findings resulted in song developed as a learning media to improve student learning outcomes (Suyati, 2018; Listiyaningsih, 2017). Another finding shows that Islamic song is also effective for second semester students at a university (Sartika, 2017). Then there is another research which also used songs aiming to improve students' score of TOEFL listening comprehension (Hidayat, 2013). It has shown that previous studies are very different from this study because although they both focus on song development in learning English, this study focuses on improving listening skills through Islamic English songs in an enjoyable way.

Using Islamic song in EFL teaching has been proved to work well in enhancing seventh graders' listening proficiency as shown in this study that also supports the finding of the benefit of using Islamic song in the context of teaching English at pesantren (Maisarah, 2018). In the Islamic boarding school, the Islamic song used not only to learn from its value but also to enhance English language skills.

From the explanation above, it can be concluded that the main need for students in English learning is increased vocabulary and pronunciation. It is also a more enjoyable method of study in the classroom activity. As a result of this research, this research suggests that teaching listening through Islamic English songs is particularly effective to apply in the schools and universities level. In this case, the researchers proved that the implementation of listening teaching through Islamic English songs gives positive effect and benefits on students' listening ability and will be enjoyable in the learning process activities in the classroom.

CONCLUSIONS

Generally, English songs have been used to teach English. Especially Islamic English songs. It was also found that teachers in several schools already used Islamic songs. Islamic songs can be a teaching aid used in Islamic schools or universities in Indonesia. There are several reasons why teachers use songs as teaching aids. It is mainly because songs make the learning process more enjoyable. This study indicates that the application of listening learning through Islamic English songs can improve vocabulary and pronunciation mastery of seventh grade students of Junior High School Krecek Pare. And these results indicate the benefits and positive effects obtained by students in learning activities in the classroom. Two benefits will be obtained in learning English using songs in-class activities. The first is the listening material or activity will be easy to understand. Songs help students to understand the material efficiently and effectively. Most students feel embarrassed to practice their English pronunciation and have difficulty to memorizing vocabulary. By the application of teaching listening through Islamic English songs, students do not need to feel ashamed anymore to practice their pronunciation and memorize the vocabulary. Because this is done by most of people in which they increase their listening skill through sing songs. The second is listening material will be easy to be remembered. Students are easily to remember the Islamic English songs that they like. They can play the songs in anytime and anywhere via HP, CD, MP3, etc. Furthermore, it can be concluded that the implementation of listening teaching through Islamic English songs can provide benefits and a positive effect on students' listening skills and it will be enjoyable in the learning process activities in the classroom. Therefore, researchers felt this research could contribute to teachers and students in teaching and learning activities at schools or universities. So in this case, in addition to creating an enjoyable learning atmosphere, the teachers and students can achieve the goal of English learning. Namely, the teacher can improve students' listening skills both in terms of pronunciation or vocabulary in English.

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