

**THE USE OF CHILDREN SONGS TO IMPROVE  
STUDENTS' LISTENING SKILLS  
(A Classroom Action Research at the Seventh Grade  
of MTS Nahdlatusy Syubban Sayung Demak in the  
Academic Year of 2014/ 2015)**

**A Final Project**

Submitted in Partial Fulfillment of the Requirement  
For the Degree of Bachelor of Education  
In English Language Education



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Assalamu'alaikum wr.wb

I inform that I have given guidance, briefing, and with correction to whatever extent necessary to thesis with the following:

Title : THE USE OF CHILDREN SONGS TO IMPROVE STUDENTS' LISTENING SKILLS. (A Classroom Action Research at Seventh Grade of MTs Nahdlatusy Syubban Sayung Demak in The Academic Year of 2014/2015)

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Wassalamu'alaikum wr.wb

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## **MOTTO**

- Every action has an equal and opposite reaction
- The more you give, the more you will get
- Do the best, be the best, being second is not motivating

## DEDICATION

The thesis is dedicated to:

- The researcher's husband Sukardi who always support emotionally and materiality with prayer love and practice her to finish this project
- The researcher's children M. Abdul Aziz, Fidina Putri Annikmah, Aisyah Nur Arifa who always support her to finish this project
- All of my lovely friends who loves me as always and give spirit to me to finish this project
- Everyone who realize my existence in this world.

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The writer fully realized that the research paper could not be finished without the help of other people. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, MEd, St, as the Dean of Tarbiyah Faculty
2. Dr. H. Muslih, M.Z, MA, as the Head of English Department, thanks for all her support and permission to write this paper.
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7. My beloved husband Sukardi and my children M Abdul Aziz, Fidina Putri Annikmah, Aisyah Nur Arifa who always support to do best in my study
8. All of my friends at English Department of Tarbiyah Faculty Islamic State University Semarang.
9. All friends and relatives who help and support her to finish the research paper directly and indirectly

The researcher believes that this research paper is from being complete and perfect. She welcomes my critiques, comments and suggestions in order to make this research paper better. In addition, the researcher expects that her little work contribute to the following study.

The researcher,

Shofiyah  
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## ABSTRACT

Title : The Use of Children Songs to Improve Student's Listening Skills. (A Classroom Action Research at Seventh Grade Students of MTs Nahdlatusy Syubban Sayung Demak in the academic year of 2014/2015)

Name of the Student : Shofiyah

Student Number : 113411141

The background of this study is based on phenomenon that students of VII E class of MTs Nahdlatusy Syubban in the academic year of 2014/2015 their ability in listening is still low and it needs to be improved. Some of them were still reluctant or even discourage to listen the children songs, because they don't know how to deliver their idea in English. The use of children songs as media in teaching listening is expected to motivate students in learning process. They will be more interested and also they get illustration and new vocabulary to express their idea in English.

The purpose of this study can be started as follow:

1. To describe the teaching listening skills using children songs is implemented at seventh grade of MTs Nahdlatusy Syubban Sayung Demak
2. To find out improvement of students' listening skills after being taught using children songs at seventh grade of MTs Nahdlatusy Syubban Sayung Demak.

The result of this study shows that in the pre cycle the students' average score is 60.10%. In the first cycle the students' average score is 70.48. In the second cycle the students' average score is 78.31. From pre cycle, first cycle and second cycle. The average of students score is always increasing. It means that there is an improvement of students listening skills after being taught using children songs. In conclusion, mother and head shoulders songs are effective to improve students' listening skills.

The use of children song as media to improve students' listening skills is also able to make students interested and motivated in learning process. The songs can make them more interested. So, the use of children songs as media is very helpful in improving students listening skills.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Principally, children are the plural of child and the definition child itself is an individual who has not reached puberty. Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people. Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.<sup>1</sup>

One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media available now, so 'the writer uses song lyrics to improve students' listening skills. Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of skills of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to

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<sup>1</sup><http://en.wikipedia.org/wiki/Song>. accessed on 27/02/2015/5.27

try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

Music is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing to us to use our brains to. Analyze it and its effect if we so wish.<sup>2</sup> Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of music can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.<sup>3</sup> Listening was traditionally seen, as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between the participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact<sup>4</sup>. In Koran Allah says in surah Az – Zumar verse 18:

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<sup>2</sup> Jeremy Harmer, *The practice of English language teaching* (United kingdom Longman publishing , 2002) p .241

<sup>3</sup> Jeremy Harmer, *The practice of English language teaching*, p.241

<sup>4</sup>I. S. P. Nation & Jonathan Newton , *Teaching ESL/EFL Listening*

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمْ

اللَّهُ وَأُولَئِكَ هُمُ الْأَلْبَابُ

“Those who listen to the Word (good advice La ilaha ill Allah (none has the right to be worshipped but Allah) and Islamic Monotheism) and follow the best there of (worship Allah alone, repent to him and avoid Taghut) those are (the one) whom Allah has guided and those are men of understanding.”<sup>5</sup>

Listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of skills of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

The reason why the writer conducts this research is because of the students of MTS Nahdlatusy Syubban Sayung are still have difficulties in listening, they have problems of

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*and Speaking*( United Kingdom : Taylor & Francis e-Library, 2008.) p.39-40

<sup>5</sup>Muhammad Taqi-ud Din Al-Hilihi, *The Noble Qur'an English Translation of the meaning and commentary*(Madinah: KingFadh complex),p.620



vocabulary or unfamiliar words. So, the students can't recognize the main point in listening task. Therefore, the writer thinks that there should be an alternative way that can be applied which is hoped to be useful in improving students' listening skill. The writer argued by using children songs will be easy to gain success in their listening goal.

In this research the writer will use children songs as a media to improve students' listening skills and the students will be relax and easy to understand. So, the researcher wants to know the use of children songs to improve students' listening skills (study at the seventh grade of MTs Nahdlatusy Syubban Sayung Demak in the academic year of 2014/2015).

## **B. Research Question**

According to the background of the study discussed above, the reader, the writer realizes that the points to be discussed are follows.

1. How is the implementation of children songs in teaching listening skills at the seventh grade of MTS Nahdlatusy Syubban Sayung Demak?
2. How is the improvement of students understanding on listening skills through children songs at the seventh grade of MTS Nahdlatusy Syubban Sayung Demak?

### **C. Reasons for Choosing the Topic**

There are some reasons why the writer chooses this topic.

1. Most students in Junior High School still have difficulties in listening, they have problems of vocabulary or unfamiliar words and students can't recognize the main points in listening tasks. So, children song is a good media for listening skill. Because it is easy to understand.
2. Songs can be wonderful media for natural language, furthermore songs will make the students relax and fun. By using songs, listening will be interesting and enjoyable

### **D. Objectives of the Study**

Based on research question above, there are two objectives of this research:

1. To describe the implementation of children songs as a media to teach listening skills.
2. To find out the improvement of students' listening skills through children songs.

### **E. Significance of the Study**

The writer hopes, the finding of this study will be useful for:

1. Students  
It's hoped that students can improve student's listening skills by children songs.
2. English Teacher  
Encourage the teacher to find the best method in teaching listening skills.

3. The writer

The result of this study will answer the question which is the basic of research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Children's Characteristics**

Children are an object that is interesting to be discussed. It is caused by the nature of the children itself. They are able to work with others and learn from others, they also love to play. Moreover, children are very active. Not only that, they are also intelligent. As listed above, children are able to work with others and learn from others. Connected with education world, this characteristic of children is exceptionally beneficial to the teaching and learning process. It makes the teacher easier to convey the material to the students (children). It because based on the nature of children they can work in group and learn something from their friends. Out of education scope, childhood is a pleased period. They can do anything they want to do. They do not think that it disturbs others or not. They also do not think that it inflicts others or not. They can play the whole time as they want. It is appropriate to their nature that they love to play. The child is seen as continually interacting with the world around her/him, solving programs that are presented by the environment. For example: there are two youngsters, an elder sister and her younger brother. At that time, they went seeing around by

bike. The kickstand of the bike was broken. The elder sister was confused thinking how to repair the kickstand. Without much thinking, the younger brother repaired the kickstand optimistically. And finally, the younger brother succeeded in repairing the kickstand. From the example above, we see that children are diligent.<sup>6</sup>

## 2. The Basic Elements of Song

When the teachers choose the song to teach students so teacher should know the basic elements of song, they are:

### a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The main elements of melody are duration, pitch, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.

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<sup>6</sup> Scoot and Ytlberg, *Teaching English for Children*, (New York: Longman, 1990), p. 9

b) Rhythm.

Rhythm from Greek- *rhythmos*," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions". In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as "timed movement through space.

c) Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.

### 3. The Definition of Children Song

Song is a piece of music for accompanied or unaccompanied voice or voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera and oratorio<sup>7</sup>. We have seen the definition of song above, so let us talk about children. Principally, children are the plural of child. And the definition child itself is an individual who has not reached puberty. Children song is a group of beautiful words in which there are a message to be

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<sup>7</sup><http://en.wikipedia.org/wiki/Song>. accessed on 27/02/2015/5.27

conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people. Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.<sup>8</sup>

From the definition above we can conclude that children songs is simple structure of word which combine with music and giving a message to child or teenager in order to make an education, entertainment, and enjoyable.

#### **4. Consideration and principles in choosing children songs.**

There are some considerations and principles in choosing educational songs.

The following considerations:

- a) Structure and lexis are simple and understandable
- b) Songs are appropriate with language degree of the grade of students from elementary, intermediate, and advanced level.
- c) Songs have to suitable with the age level of the students
- d) Teacher chooses songs that should have words which

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<sup>8</sup>[https://en.wikipedia.org/wiki/Children's\\_song](https://en.wikipedia.org/wiki/Children's_song) accessed on 06/07/2015/08.30p.m

suitable of the songs

- e) Songs have to more interesting to the students

The other principles are:

- a) Songs and rhymes for young children should be interesting and understandable
- b) Songs should have a relationship to the children area
- c) Songs should be linked to the theme, it should relate and interested.<sup>9</sup>

From the previous research above the researcher conclude that the consideration and principles of choosing children song that the teacher has to choose the suitable songs for the students' level. So, it can make interest, enjoy, easy, and happy.

## **5. The Definition of Listening**

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>10</sup> So listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea

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<sup>9</sup>Mohammed Mousa El-Nahhal, *The Effectiveness of Using Children Songs on Developing the Fourth Grade's English Vocabulary In Rafah Governmental Schools*, (Al-Azhar University Gaza: Thesis, 2011), p.20

<sup>10</sup> I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*,(New York : Roudlege,2009),p. 37



because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.<sup>11</sup>

Listening skill is a very important skill for hearing something from someone or something, for that reason Machado (2012:223) states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the ability to listen carefully to the speech of others during infancy and early childhood; others do not. Because language growth has described as a receiving process followed by a sending process, a child's listening ability is important to speaking and future reading and writing success. Machado (2012:223) explains further that; Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice. Listening skill can be described as

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<sup>11</sup> William Littlewood, *Communicate Language Teaching An Introduction*, (New York : Cambridge University Press, 1991), p.66-67

passive and receptive, but it involves active thinking and interpretation.<sup>12</sup>

From the explanation above listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

## **6. Listening Comprehension**

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the basic function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening –

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<sup>12</sup>Moch. Ridwan Prayoga, *Teaching Listening Skill Using Audio Lingual Method at First Grade Students of Asrama Bengkel Bahasa Course*, (Bandung : STKIP) Siliwangi,2012)p.2

listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.<sup>13</sup>

Clearly, the general purpose of listening is to comprehend a message. Since the listener has to understand the message as it is presented, effective listening requires the ability to organize and remember what is presented. Listening then involves giving conscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended.

There are different kinds of comprehension. According to Lund (1990) he categorized comprehension into main-idea comprehension, detail comprehension, and full comprehension. Main-idea comprehension involves actual comprehension of the messages and depends primarily on recognition of vocabulary. Detail comprehension involves getting specific information; it may be performed independently of main-idea comprehension when listeners know in advance what information they are listening for. Full comprehension, which is the goal of listening instruction, involves understanding the whole message--the main ideas

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<sup>13</sup>Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p.3

and the details. Comprehension does not always require understanding every word or structure (Ciccone, 1995). However, language learners usually assume that successful comprehension only occurs with total comprehension (Faerch& Kasper, 1986; Ur, 1984). This belief causes some language learners to become frightened when they fail to understand every single word they hear. According to Scarcella and Oxford (1992), students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure. Indeed, teachers should help their students understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.<sup>14</sup>

## **7. The process of Listening**

Listening is assuming greater and greater importance in foreign language classroom is several reasons for this growth in popularity. According to As Roost (1994, p.141-142) points out, listening is vital in the language classroom because it provide input for the learner. Without understanding input at the right level, any learning simply cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. These are bottom up

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<sup>14</sup>Metinee Thanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*,(Blacksburg Virginia: UMI,2000),p.16-17

processing view and top down interpretation view. When listening to monologues either live or through the media, the listening is, by definition, not reciprocal.<sup>15</sup> Actually there are many process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

**a. Hearing**

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

**b. Understanding**

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform...that have symbolic meanings as well; the

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<sup>15</sup> Jack C Richard and Willy A Renandya, *Methodology in language teaching*,(USA :Cambridge University Press New York,2002)p.238-240

meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.<sup>16</sup>

**c. Remembering**

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

**d. Evaluating**

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

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<sup>16</sup>Babita Tyagi, *Listening: An important skill and its various* ( Journal International: 2013), p.2

**e. Responding**

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

**8. Strategies of Listening**

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. *Top-down strategies* are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- a. the main idea of listening
- b. predicting
- c. drawing inferences
- d. summarizing

*Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- a. listening for specific details
- b. recognizing cognates
- c. recognizing word-order patterns<sup>17</sup>

## **9. Models of Listening**

Listening was traditionally seen, as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between these participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact (Lyland Mendelson, 2002: 194)

## **10. Function of Listening**

The goal of listening is to understand to fully what the other person is trying to communicate. The function of listening can be summarized as follows:

- a) To focus specifically upon the messages being communicated by another person.
- b) To gain a full and accurate understanding of the other person's problems/issues.
- c) To convey interest, concern and attention for the other person.

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<sup>17</sup> *Ibid*, page 3-4



- d) To developed a client-centered approach during the interaction.<sup>18</sup>

## 11. Types of Listening

We can distinguish two broad types of listening, they are:

- a) One – way listening –typically associated with the transfer of information (transactional listening)
- b) Two-way listening –typically associated with maintaining social relations (interactional listening)

Again, we can distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, which is with one way listening. This can be seen in the extensive use of monologues in older listening materials.

While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness' and dynamic of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.<sup>19</sup>

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<sup>18</sup>Carol Gray and Jenny Moffet, *Handbook of Veterinary Communication Skills* (USA: Blackwell, 2010), p.16.

<sup>19</sup>I. S. P. Nation & Jonathan Newton , *Teaching ESL/EFL Listening and Speaking*( United Kingdom : Taylor & Francis e-Library, 2008.) p.39-40

## **B. Previous Research**

The first previous research of the thesis are from Mohammed Mousa El Nahhal about “*The Effectiveness of Using Children Songs on Developing the Fourth Grade’s English Vocabulary In Rafah Governmental Schools*” “The purpose of the study was to exam in the effectiveness of children songs on developing English vocabulary for the fourth grades. In the light of the finding of this study, it can be stated that main result was that children songs were highly effective in the student’s levels of vocabulary in the experimental group compared to control group’s results. The research questions of the research were (1) as an English teacher for many years observed that students face difficulties in learning and improving vocabulary, (2) are there any statistically differences at ( $\alpha < 0.05$ ) in the mean scores of vocabulary test between experimental female group and the control female group,(3) are there any statistically differences at( $\alpha < 0.05$ ) in the mean scores of vocabulary test between the experimental male group and control male group. The researcher divided the sample of the study into four groups, two experimental groups and two controls. The children songs was used with the experimental group only .By the end of the experiment, the researcher applied the post achievement vocabulary test on both group in order to determine the effectiveness of children songs on developing students’ vocabulary. The study indicated that there are statistically significant differences in mean scores of

vocabulary test due to the gender in favor of the female experimental group in the post application .The researcher used the following instrument, they are vocabulary test and teacher's book .The result of the study shows that the vocabulary test according to table of specification are relative weight for the knowledge level( Number of the items in the level + total number of the test) (14+35=40%).The relative weight for the comprehension level is (9+35=25.7%).The relative weight for the application level is (10+35=28.5%).The relative weight for the high level is (2+35=5.7%).T-test the result of the pre-test between experimental female and control female shows that there were no statistically significant differences between the experimental female and the control female group at (0.05) level due to the learning English before the experiment, which means that the two groups are equivalent. The result of vocabulary test of T test shows that between experimental male group and control male group are equivalent. It also showed that there were statistically significant differences in mean scores of the vocabulary test due to the gender in favor of the female experimental group in the post application.

The second previous research is from Indah Rahmawati (063411075) about “The Use of English Children Songs as Media to Improve Students’ English Vocabulary Power in Noun” (A Classroom Action Research with the Students of 5 at MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011). The

background of the study in this research are the students still have difficulties in remembering new vocabulary and confused to understand the vocabulary. The teacher still uses conventional method; the teacher only translates the words and monotones, so the students are easy to get bored. To improve young learners understanding, teacher use English children songs as teaching aid to help her in teaching learning process. The problem of this research :(1) how is the implementation of using flash cards to improve young learner's understanding on concrete nouns? And (2) how is the improvement of the students' English vocabulary power in noun after being taught through using English children songs? The study was conducted at MI Miftahul Ulum Sekuro Jeparu the Academic Year 2010/2011. The subject of this study was the students of fifth graders. The number of the subject was 38. The design research that used was classroom action research with the reason the teachers can develop and repair their skills in giving the material to the students. This research conducted pre-test, and two cycles in classroom action research. The techniques which were used to collect the data are observation, and test. In the pre-test, the teacher uses conventional method. The teaching learning process in cycle 1 until cycle 2 in classroom action research, the teacher introduces the words that represented by English children songs and gives test. In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-test, there are about 45% or less

half of students give attention and response maximally to the teacher, the average of the students' achievement was 57,35. In the first cycle there are about 50% or half of students joined the class and the average of the students' achievement was 66,38. In the second cycle there are about 75% or almost majority of the students joined in the class, the average of the students' achievement was 80,27. Based on the results of the research, it can be concluded that by using English children songs in teaching noun, teacher can improve students' ability in vocabulary. And it is hoped that it can be valuable as the information resource for students, teachers, and the researcher herself.

### **C. Hypothesis**

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level-of the truth. It is provisional truth determined by researcher that should be tested and proved.

Kinds of hypothesis which are used here are: Zero hypothesis ( $H_0$ ), is the hypothesis which state that there is not any significant effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis ( $H_a$ ). The hypothesis states that there is any significant effect of the object of the research. It is also called with positive hypothesis.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Research, therefore, refers to process of obtaining and analyzing information and data. Thus the researcher “Action Research does not assume that the result of their research will make a new theory that can be used generally. The result of action research is limited in the importance of the researcher to make their duty better. The researcher used classroom action research (CAR). Classroom Action Research is a kind of research that is conducted in the classroom by a teacher. CAR is a kind of research that has reemerged as a popular way of involving practitioners, teachers and supervisors. From the explanation above, the researcher can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher in university, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this research, the researcher use group investigation to improve student’s ability in writing descriptive text. There were two cycles applied in conducting this study. Each cycle consisted of two meetings. According to Kemmis and Mc Taggart there are four components in one

cycle for doing classroom action research.<sup>20</sup> It consists of 4 steps:

a) Planning

Plan as the first step of research to identified the problems. It is a plan to conduct treatments. So, it can improve students' listening skill.

b) Acting

After planning the concept, the writer carried out the treatment referring to the plan has been made. The writer conducted a pre-cycle before applying the treatment.

c) Observing

Observation is the activity of observing the data collected in order to know Investigation as learning method, students would be able to increase their writing ability. What extent the action activities have reached the objectives of the study. In this step, the writer identified and analyzed the data collected during the treatment

d) Reflecting

Reflection is the activity of evaluating critically the progress or change of the students. In this step, the writer could observe whether the action activity any resulted improvement. To support the study, the researcher used interview and test to gather the data

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<sup>20</sup>Louis Cohen, *Research Methods in Education*, (London: MPG Books Ltd, 2007),p.298

Based on definition above “Classroom Action Research is aimed to improve and increase the learning quality and to help the teacher to solve the learning problem in the school. The classroom action in a research, which can be done by teacher, researcher, and other teacher with his or her colleague which involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward listening by using children songs media, this data was analyzed through some cycles in action.

#### **B. Time and setting**

This research was conducted on the second semester in the academic year of 2014/2015 for about 1 week began from July 2015. It was conducted in MTs Nahdlatusy Syubban Sayung Demak .

#### **C. The subject of the research**

In this research, the researcher takes samples on the students of 7th grade at MTs Nahdlatusy Syubban Sayung. They were from VII E students of MTs Nahdlatusy Syubban Sayung. They were consisted of 29 students.

#### **D. Technique of data collection**

According to Creswell, there are 3 kinds of data collection techniques such as: Experiencing, enquiring, and examining.



Experiencing is collecting data by observing and taking field notes, Enquiring is collecting data by asking people for information, and examining is collecting data by using recorder.<sup>21</sup> Method of data collections is very important in the research, according to Arikunto data source in research is basically subject which is a researcher gets the data.<sup>22</sup> To collect the data, the researcher use any techniques, they are:

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically. In this research, observation is done during the action research as a method to observe the teaching process and the students' activity. The researcher observed the event in class during the lesson or the treatment using check list to get the data. Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, being enthusiastic, seriousness in discussion, responding to question, asking question and accomplishing the task.

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<sup>21</sup> John W Creswell, *Education Research in English Language Teaching* , (New York,Inc,2012).p. 534

<sup>22</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 222

## 2. Test

Test is the instrument to measure the students' progress in every step during the research. As stated by Brown, a test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>23</sup> Test is an important part of every teaching and learning experience. There are many varieties of tests: group test, individual test, written test, oral test, speeded test, and power test. Each test has different characteristics that must be considered when the tests are planned.<sup>24</sup> The test is evaluated by two trained language specialists against set criteria. For example, accuracy and appropriateness of language use, organization of ideas, or how effectively the piece of writing achieves its purpose.

### **E. Source of the data**

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, sources of primary data are the actions and the words, and additional data like the written data, documents, pictures, or statistical data.<sup>25</sup>

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<sup>23</sup> Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> Ed. (A Person Education Company: Longman, 2001), p. 384.

<sup>24</sup> William Wiersma & Stephen G., *Educational Measurement and Testing*, (USA: The University of Toledo, 1990), Second Edition, p. 36.

<sup>25</sup> Lexy J. Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p. 216.

The source of data in this research are from the headmaster who give further information about school and school curriculum, the teacher who give some further instructional information, teaching materials, learning assessments, and teaching methods applied in seventh graders of MTs Nahlatusy Syubban Sayung Demak, and from school documents (the data of teacher and students, daily scores, students' exercise book, and the other documents).

#### **F. Technique of Data Analysis**

This study used descriptive statistical analysis to find out the improvement of students' ability in listening skill. Technique of data analysis that the researcher used is as follow:

1. Technique of analyzing data from the observation.

The observation in this research was conducted four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the explanation.

The criteria of observation were as follows:

a. Poor

The aspect of activity that was observed above reaches out for about 20%

b. Fair

The aspect of activity that was observed above reaches out for about 20% - 40%

c. Average

The aspect of activity that was observed above reaches out for about 40% - 60%

d. Good

The aspect of activity that was observed above reaches out for about 60% - 80%

e. Excellent

The aspect of activity that was observed above reaches out for about 100%

2. Technique of analyzing data from the test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.<sup>26</sup>

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<sup>26</sup>J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.<sup>27</sup> The researcher used an achievement test to measure the student's progress in listening. The forms of tests are written test. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

After calculate the students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average of distribution which is obtained by adding the sum offset score ( $\sum X$ ) and dividing with the number of the students ( $N$ ), as in equation below<sup>28</sup>:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = the mean

$X$  = the sum offset score

$N$  = the number of the students.

From the result of that formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students' ability in listening skill after taught by using children song.

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<sup>27</sup> Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2<sup>nd</sup> Ed, P. 401

<sup>28</sup>Lyle F. Bachman, *Statistical Analyses for Language Assessment*, (Cambridge: Cambridge university Press, 2002). P.56

## G. Procedures of the study

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts.<sup>29</sup>

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The activities that will be done in each cycle is as follows:

### 1. Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in listening class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in listening.

### 2. Cycle 1

The researcher uses children songs in teaching listening. The topic was expressing agreement and disagreement. The procedure as follow:

#### a. planning

##### 1) Arranging lesson plan

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<sup>29</sup>RochiatiWiriatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT RemajaRosdakarya, 2005), p. 13.

- 2) Preparing the media related to the material.
  - 3) Preparing teaching material.
  - 4) Preparing checklist observation
  - 5) Making the test instrument of cycle 1
- b. Action
- 1) The researcher as a teacher explains the material.
  - 2) The researcher as a teacher plays children song's music to the students.
  - 3) The researcher asks students to work in group and individually.

The main of observation is to check:

- 1) The students' activity in listening children songs.
  - 2) The students' response during the teaching and learning process.
  - 3) The students' listening skill improvement.
- c. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

### 3. Cycle 2

#### a. Planning

- 1) Identify the problem and make the solution for the problem.
- 2) Arranging lesson plan.

- 3) Preparing the media related to the material.
- 4) Prepare teaching material.
- 5) Prepare checklist observation.
- 6) Make the instrument test of cycle 2

b. Action

- 1) The researcher as a teacher explains the material.
- 2) The researcher plays children song's music to the students.
- 3) The researcher asks students to work in group and individually

c. Observation

The main observation is to check:

- 1) The students' activity in listening children songs
- 2) The students' response during the teaching and learning process.
- 3) The students' listening skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, the researcher makes an evaluation based on the activities before.

The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.



## **CHAPTER IV**

### **FINDING OF THE RESULT OF RESEARCH**

This chapter would describe and analyze from the instrument of the study during the research. It was started from pre-test and post-test. Observation checklist would be described too.

#### **A. Research Preparation**

The researcher prepared some steps before this research is conducted, the preparation as follows:

1. Doing the observation to identify the problems through the data of student's listening score
2. Asking for the headmaster to conduct this research it was done on July

#### **B. Process of the research**

##### **1. Preliminary Research**

Preliminary research was conducted on June, 20 2015. Based on the observation result of the students' listening skill, it could show that the capability of students is still low. Based on this problem the researcher wants to apply children song in teaching listening process to solve this problem. It started from give a children song in listening activities.

## **2. The analysis of Pre Cycle**

Pre Cycle was conducted on June, 27 2015. In this opportunity, the researcher observed the students activity directly and observed the initial condition to identify the problem. The researcher found that many difficulties in listening activities, from that problem in pre cycle observation, the researcher wants to implement of children song to improve their listening skill. The activities of pre cycle were as follows:

- a) Teacher started the teaching learning process by greeting
- b) Teacher played a children song
- c) Asked the students to sing together
- d) Teacher asked the students to memorize the children song
- e) Each of student had to mention the part of children song in front of class

Based on the observation result of teaching listening, the capability of students was still low. From the average score of students only 60, whereas the standard scores (KKM) were 75. The result of the observation checklist can be seen on the table:

**Table 4.1**  
Observation Checklist in the Pre Cycle

No	Aspects	Score					Total
		1	2	3	4	5	
1	Teacher						
	a. Teacher's ability to manage the class				√		4
	b. Teacher's performance in teaching the material			√			3
	c. Teacher's ability to motivate and develop student's interest toward the material given			√			3
	d. Teacher's ability to evaluate students				√		4
	e. Teacher's ability to answer students' question				√		4
2	Students						
	a. Students' attention toward teacher's explanation			√			3
	b. Students' activeness during teaching and learning process		√				2
	c. Students' response toward teacher's order to perform listening		√				2
	d. Students' interaction to teachers and the other students		√				2
	e. Students' ability to expand their idea in a listening form		√				2
	f. Students' understanding toward the material given		√				2
<b>Total Score</b>							31

The score of the observation as below:

$$\begin{aligned}\text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\ &= \frac{31}{55} \times 100\% \\ &= 56.3\%\end{aligned}$$

Based on the observation checklist above it was resulted that teacher's performance in listening skill was only 56.3% or can be called "average" criteria. The score could reach from 40% up to 60%. So, the teacher needed to have some ways in teaching listening in order to improve students' performances. Here, teacher should be creative if he wanted to improve his teaching quality. It should be done since teacher's teaching performances were crucial in affecting students' motivation and performance in learning process. From the result of observation checklist above it can be concluded that many of the students joined the class was still not enthusiastically.

It was followed by 29 students and the teacher provided 60 minutes for them to do the test. The result of pre-cycle test can be seen in the table below:

**Table 4.2**

The Result of Pre Cycle Test

No	Students Code	Score
1	S-1	55
2	S-2	63
3	S-3	68
4	S-4	68
5	S-5	62
6	S-6	70
7	S-7	71
8	S-8	60
9	S-9	57
10	S-10	68
11	S-11	68
12	S-12	60
13	S-13	72
14	S-14	72
15	S-15	75
16	S-16	71
17	S-17	70
18	S-18	69
19	S-19	70
20	S-20	71
21	S-21	76
22	S-22	70
23	S-23	69
24	S-24	73
25	S-25	77
26	S-26	56
27	S-27	71
28	S-28	70
29	S-29	72
	<b>Total Score</b>	1975

After calculating the students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in the pre cycle the researcher used formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = the mean

$X$  = the sum offset score

$N$  = the number of the students.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1975}{29} = 68.10$$

From the data above, it showed that the average of the students score in the pre cycle is 68.10. This score was still low from the standard score in the school (KKM) was 75. It is means that students' ability in listening skill was poor. The teacher decided to use another technique to make students interested in the learning process in order to improve students' ability in listening skills. She decided to use children song as media to improve their ability in listening skills.

### 3. The analysis of First Cycle

#### a. Planning

The first cycle was done on July 7, 2015. The student's listening skill was not satisfied. So, the

researcher decided to use children song to teach listening skill. Before applying children song to teach listening, the researcher prepared the instructional tools that were needed in teaching learning process such as lesson plan, observation checklist, sound speaker, paper and students' test.

b. Implementing

In this activity, the researcher becomes a teacher and she was accompanied by other teacher as observer. In the first cycle, the song is Mother. However, the class went on. The teacher told them that during the lesson they had to listen carefully. Moreover, she asked them to be quiet and not to make noises in the class. The teacher began the class by divided students into six groups. And each group consists of five students. After that the teacher played the children song by using speaker. Then, the teacher asked the students to fill the blank words in children songs correctly and they had to answer the question by matching. After they worked in group, the teacher asked the students to work individually to make a question and also answer that question related to the topic.

c. Observing

For about 30 minutes, the teacher observed the students' conditions when students applied children song as media to improve students listening skill. The teacher also was helped by Mrs Dra Lailatul Faizah as English teacher. When applied children songs, there are some

students' confused about this method. Because they still confused with the songs, because they didn't know about what they heard. But there are many students were very enthusiast and enjoy during listen the children songs. After that they had to write some words about what they heard

After gave practice listening use children songs, the researcher gave written test to measure students' listening skill. There are two students activities test. The teacher asked the students to work in pairs and individually.

d. Reflecting

Based on the activity during cycle 1 the researcher noted that students still have difficulties in listening and did not respond well for learning process using children songs to improve listening skill. The students still not focus on the material; they did not listen to teachers' explanation, and there were still confused in learning process be more focus in listening to children song. Based on the notes above,. Teacher completed the students' observation in the first cycle and the teacher did reflecting and evaluating in the learning activities in the first cycle

From the reflecting above, it got solution of the problem of learning process by using children songs to improve students' listening skill and it should be solved in the next cycle. The result of observation was shown in table below:



**Table 4.3**

## Observation Checklist in the First Cycle

No	Aspects	score					Total
		1	2	3	4	5	
1	Teacher						
	Teacher's ability to manage the class				√		4
	Teacher's performance in teaching the material				√		4
	Teacher's ability to motivate and develop student's interest toward the material given			√			3
	Teacher's ability to evaluate students				√		4
	Teacher's ability to answer students' question				√		4
2	Students						
	Students' attention toward teacher' explanation				√		4
	Students' activeness during teaching and learning process				√		4
	Students' response toward teacher's order to perform listening				√		4
	Students' interaction to teachers and the other students			√			3
	Students' ability to expand their idea in a listening form			√			3
	Students' understanding toward the material given				√		4
<b>Total Score</b>							<b>41</b>

The score of the observation as below:

$$\begin{aligned}
\text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
&= \frac{41}{55} \times 100\% \\
&= 74.5\%
\end{aligned}$$

Based on the observation checklist above it was resulted that teacher's performance in listening skill was 74.5 % or can be called "good" criteria. The score could reach from 60% up to 80%. It can be concluded that by using children songs. Teacher can manage the class well. Based on the result, it can be said that the use of children song were very good performance in listening skill. Since by the teachers' performance in his teaching affecting students' learning automatically, so teacher should be creative in searching for the best method to overcome it. Based on the result of observation above, it can be concluded that many of the students joined the class enjoyable. But it couldn't reach the standard score was 78%. So, the observation was continued in the next cycle.

After the observation techniques, the researcher measure the students ability of listening by using children songs, she was done a test to measure their ability. The analyzed result of test in first cycle that showed in table below:

**Table 4.4**

The Result of First Cycle Test

No	Students Code	Score
1	S-1	66
2	S-2	68
3	S-3	71
4	S-4	71
5	S-5	72
6	S-6	76
7	S-7	74
8	S-8	66
9	S-9	68
10	S-10	74
11	S-11	71
12	S-12	63
13	S-13	72
14	S-14	76
15	S-15	69
16	S-16	74
17	S-17	74
18	S-18	68
19	S-19	71
20	S-20	79
21	S-21	66
22	S-22	74
23	S-23	63
24	S-24	74
25	S-25	72
26	S-26	66
27	S-27	77
28	S-28	74
29	S-29	72
	<b>Total Score</b>	2044

The mean of students' score as follow:

$$\begin{aligned}M &= \frac{\sum X}{n} \\ &= \frac{2044}{29} \\ &= 70.48\end{aligned}$$

From the analysis above, the average of the students test result of the first cycle was 70.48, but there were many students which have scores under achievement standard. Hence, the researcher decided to conduct the next cycle to increase students' achievement.

#### **4. The Analysis of second cycle**

##### **a. Planning**

This activity was done on July, 9 2015. The second cycle was same with the first cycle. It was about teaching learning process and the assessment test. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher.

##### **b. Implementing**

In this cycle the topic was about part of body. There were 29 students. There was no student who is absent that day. In the second cycle, the researcher used same technique but used different media. The

media is children song. Before the teacher started the teaching learning process, she asked the students to give more attention to the lesson. The teacher began the class by divided students into six groups. And each group consists of five students. After that the teacher played the children song by using speaker. Then, the teacher asked the students to fill the blank words in children songs correctly and they had to answer the question by matching. After they work in group, the teacher asked the students to work individually to make a question and also answer that question related to the topic.

c. Observing

In the second cycle, students in the second cycle, students showed their enthusiasm and enjoyed. Students paid attention for teachers' instruction. There are 6 students asked question the teacher related to the topic of children songs. But there are some students still have difficulties to answer the questions. After applied the children song as a media to improve students listening skill, the researcher gave a test. The test form was a written test. So, the researcher asked the students to work in pairs and individually.

d. Reflecting

Based on the activity in cycle 1 there were many problems of students in listening comprehension, but during the activity of second cycle it could be seen that students' activeness was little increase. Students' more focus on the material; they listen to the teachers' instructions and many students were focus on learning process. In this cycle students not confuse about the questions. Then teacher completed the students' observation in the second cycle and then she did reflecting and evaluating the learning activities in the second cycle. After the observation techniques, the researcher measure the students ability of listening by using children songs, she was done a test to measure their ability. The analyzed result of test in first cycle that showed in table below:

**Table 4.5**

Observation Checklist in the Second Cycle

No	Aspects	Score					Total
		1	2	3	4	5	
1	Teacher						
	Teacher's ability to manage the class				√		4
	Teacher's performance in teaching the material				√		4

	Teacher's ability to motivate and develop student's interest toward the material given				√		4
	Teacher's ability to evaluate students				√		4
	Teacher's ability to answer students' question				√		4
2	Students						
	Students' attention toward teacher' explanation				√		4
	Students' activeness during teaching and learning process				√		4
	Students' response toward teacher's order to perform listening				√		4
	Students' interaction to teachers and the other students				√		4
	Students' ability to expand their idea in a listening form				√		4
	Students' understanding toward the material given				√		4
<b>Total Score</b>							<b>44</b>

The score of the observation as below:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{44}{55} \times 100\% \\
 &= 80\%
 \end{aligned}$$

Based on the observation checklist above it was resulted that teacher's performance in listening skill was 80% or can be called "good" criteria. The score could reach from 60% up to 80%. This can be concluded that by using children songs. Teacher can manage the class well. Based on the result, it can be said that the use of children song were very good performance in listening skill.

Since by the teachers' performance in his teaching affecting students' learning automatically, so teacher should be creative in searching for the best method to overcome it. Based on the result of observation above, it can be concluded that many of the students joined the class enjoyable. To measure students' achievement in the second cycle, the researcher conducted listening test by using children songs. The test result of second cycle can be seen in the table below:



**Table 4.6**

The Result of the Second Cycle Test

No	Students Code	Score
1	S-1	75
2	S-2	77
3	S-3	81
4	S-4	89
5	S-5	81
6	S-6	82
7	S-7	75
8	S-8	77
9	S-9	75
10	S-10	75
11	S-11	75
12	S-12	75
13	S-13	88
14	S-14	78
15	S-15	82
16	S-16	81
17	S-17	80
18	S-18	80
19	S-19	78
20	S-20	81
21	S-21	75
22	S-22	80
23	S-23	80
24	S-24	81
25	S-25	81
26	S-26	77
27	S-27	78
28	S-28	81
29	S-29	89
	<b>Total Score</b>	2307

The mean of students' score as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{n} \\
 &= \frac{2307}{29} \\
 &= 79.55
 \end{aligned}$$

From the analysis above, the average of the students test result of the second cycle was 79.55. The result of the second cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems have been solved using children songs.

The result of research shows that there was significant improvement of students' ability in listening after taught using children songs. It can be seen from the result of the test from the first cycle until third cycle.

**Table 4.7**  
The Result of Test from the First Cycle until  
Third Cycle as Follow:

NO	Name	Pre Cycle	Cycle 1	Cycle 2
1	A Rifqi Maulana	55	66	75
2	Agus Firmansyah	63	68	77
3	Alfiatul Hasanah	68	71	81
4	Alwi Maulana	68	71	89
5	Andika Riyanto	62	72	81
6	Annisa Rahmawati	70	76	82
7	Annisa Setyaningrum	71	74	75
8	Anton Wahyudi	60	66	77

9	Devana Sandra S	57	68	75
10	Diah Hastaningrum	68	74	75
11	HilmiIndriyani	68	71	75
12	HaidarAsnal	60	63	75
13	Indah Puspitasari	72	72	88
14	Khusnul Arifah	72	76	78
15	Lailatul Wakhidah	75	69	82
16	Milhah Azimatul	71	74	81
17	Munadhiroh	70	74	80
18	M. Rijal Assokhi	69	68	80
19	Mutmainah	70	71	78
20	Oktavia Prabowo	71	79	81
21	Puspitaloka T	76	66	75
22	Riziq Ramdlani	70	74	80
23	Rohman	69	63	80
24	Sarrohman SP	73	74	81
25	SitiSholikhah	77	72	81
26	SlametBangun	56	66	77
27	UlinNikmah	71	77	78
28	UmiKholidah	70	74	81
29	YeniNurhaliza	72	72	89
	<b>Total Score</b>	1975	2044	2307
	<b>Averagecc</b>	68.10	70.48	79.55

From the table, it can be concluded that there is difference in students' ability in listening skill after giving treatment using children songs in each cycle. In pre cycle the mean is 68.10 %. It's means that the students' ability in listening skill was low. The students had difficulties in listening skill. They did not know what they heard.

In cycle one, after the researcher taught using children songs in the first time the results of students'

writing were improved. Children songs could help them to analyze the word of children songs. Students could understand the meaning what they heard from children songs. In this cycle, the mean score was increased to 70.48 %. This shows that there was improvement in students' listening ability. Children songs were good media to teach listening. They didn't achieve the standard score. There were students got low score. So, the research was continued to the cycle II.

In cycle II students were assigned to apply children songs as media to improve listening skill. So the problems faced in the previous cycle can be solved. In this cycle the content and organization item of students' listening were significantly improved. The mean score is 79.55 %. It shows that the mean have achieved the standard score (KKM). All of students got score more than the standard score. From the explanations above, the researcher concludes that children songs can be a teaching technique to improve students' listening skill. The implementation of children songs could improve students' activities in teaching and learning process. It can be seen from the result of the observation checklist that was summed up on the table below:

**Table 4.8**

The students' activities

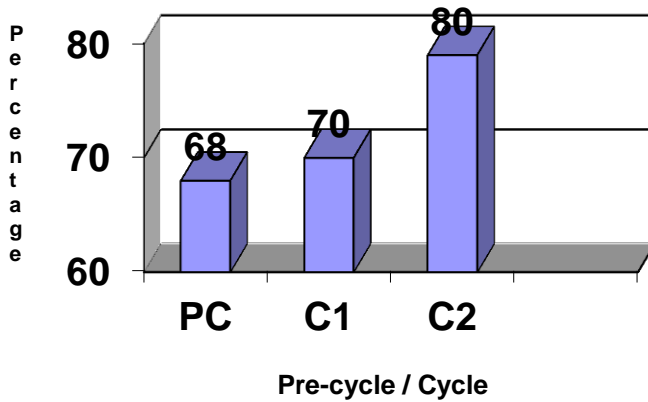
Activities	Pre cycle	Cycle 1	Cycle 2
Percentage	56.3 %	74.5 %	80%

Based on the observation result, the pre cycle activities have percentage 56.35%. It means that the activity of pre cycle was average. They were still confused about the media by using children songs. While the percentage of students' activities when the researcher implemented children songs in teaching listening in cycle one is 56.3%, 74% in cycle two and 80 % in cycle three. It shows that there were improvements of students' activities in each cycle after they were taught using children songs.

The observation results shows that the students' activities in teaching and learning process are increased in each cycle since they were taught using children songs in learning process. In cycle II, the students' activities were more increased from the previous cycle, especially when they were assigned to listen children songs and played it together. The students were more active in discussion. To give easier understanding about the result of this research, the result of test and observation checklist in every cycle can be showed of the chart bellows:

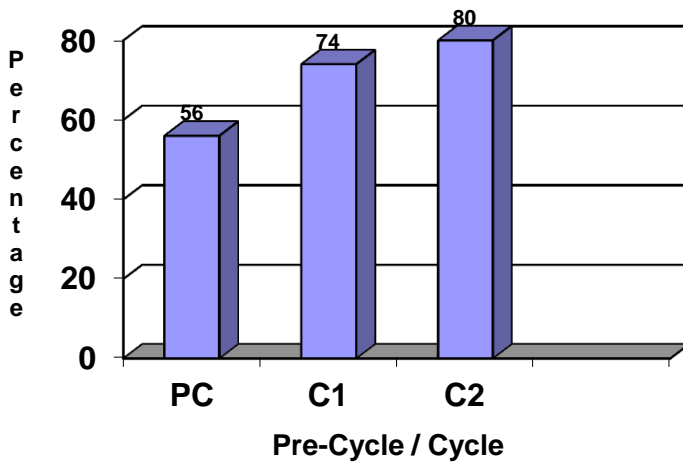
**Chart 1**

**The Improvement of Students' Listening Skills**



**Chart 2**

**Teacher and students Performance in Listening Skill**



## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

#### **A. Conclusion**

In this chapter, the researcher would like to draw some conclusions of the previous chapter, after conducting the researcher at MTS Nahdlatusy Syubban through observation and test. The researcher comes to some conclusion.

1. The use of children songs has been advocated in teaching listening process. Typically, children songs are very interested to be implemented to improve listening skill. Students get the easy method in listening process. However, the students can understand the material of listening comprehension in the classroom.
2. The researcher found that the average score of the test in the pre cycle is 68.10%. The cycle I is 70.48 % and cycle II is 78.31%. It means that there is always improvement in every cycle. The improvement of students' test score also indicates the student's listening skills is improving in every cycle.

From the result of observation shows that student's participation in the pre cycle is 56.3%, cycle I is 74,5% and cycle II is 80%. Its means that the use of children song in improving students' listening skills can make students more active, motivates, and interested.

## **B. Recommendation**

Countless gratitude is for Allah for the blessing until I can finish the research. Hopefully this research may give advantages. Therefore, the researcher would like to propose some recommendations to be considered as follows:

1. As the English teachers, they should be creative and innovative in designing teaching and learning process. Teachers should be able to find new ways in delivering material to students to make learning process become more effective. Moreover the use of media can help students who have problems or difficulties in learning English. In this case, teachers can use children songs to improve students' listening skill.
2. This study is expected to give useful information toward the readers about children songs which used to improve student's listening skills. It can be used as reference of research which related to this study.



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**THE VII E STUDENTS OF MTs NAHDLATUSY SYUBBAN SAYUNG  
IN THE ACADEMIC YEAR OF 2014/2015**

<b>No</b>	<b>Student number</b>	<b>Name</b>	<b>M/F</b>	<b>Code</b>
1	E7.001	A Rifqi Maulana	M	S1
2	E7.002	Agus Firmansyah	M	S2
3	E7.003	Alfiatul Hasanah	F	S3
4	E7.004	Alwi Maulana	M	S4
5	E7.005	Andika Riyanto	M	S5
6	E7.006	Annisa Rahmawati	F	S6
7	E7.007	AnnisaSetyaningrum	F	S7
8	E7.008	Anton Wahyudi	M	S8
9	E7.009	Devana Sandra S	F	S9
10	E7.010	Diah Hastaningrum	F	S10
11	E7.011	Hilmi Indriyani	F	S11
12	E7.012	Haidar Asnal	M	S12
13	E7.013	Indah Puspitasari	F	S13
14	E7.014	Khusnul Arifah	F	S14
15	E7.015	Lailatul Wakhidah	F	S15
16	E7.016	Milbah Azimatul	F	S16
17	E7.017	Munadhiroh	F	S17
18	E7.018	M. Rijal Assokhi	M	S18
19	E7.019	Mutmainah	F	S19
20	E7.020	Oktavia Prabowo	M	S20
21	E7.021	Puspitaloka T	F	S21
22	E7.022	Riziq Ramdlani	M	S22
23	E7.023	Rohman	M	S23
24	E7.024	Sarrohman SP	M	S24
25	E7.025	Siti Sholikah	F	S25
26	E7.026	Slamet Bangun	M	S26
27	E7.027	Ulin Nikmah	F	S27
28	E7.028	Umi Kholidah	F	S28
29	E7.029	Yeni Nurhaliza	F	S29

### Observation Checklist in the Pre Cycle

No	Aspects	Score					Total
		1	2	3	4	5	
1	Teacher						
	a. Teacher's ability to manage the class				√		4
	b. Teacher's performance in teaching the material			√			3
	c. Teacher's ability to motivate and develop student's interest toward the material given			√			3
	d. Teacher's ability to evaluate students				√		4
	e. Teacher's ability to answer students' question				√		4
2	Students						
	a. Students' attention toward teacher's explanation			√			3
	b. Students' activeness during teaching and learning process		√				2
	c. Students' response toward teacher's order to perform listening		√				2
	d. Students' interaction to teachers and the other students		√				2
	e. Students' ability to expand their idea in a listening form		√				2
	f. Students' understanding toward the material given		√				2
<b>Total Score</b>							31

Sayung, 27 Juni 2015  
Observer

( Dra. Hj. Lailatul Faizah)

### Observation Checklist in the First Cycle

No	Aspects	score					Total
		1	2	3	4	5	
1	Teacher						
	a. Teacher's ability to manage the class				√		4
	b. Teacher's performance in teaching the material				√		4
	c. Teacher's ability to motivate and develop student's interest toward the material given			√			3
	d. Teacher's ability to evaluate students				√		4
	e. Teacher's ability to answer students' question				√		4
2	Students						
	a. Students' attention toward teacher' explanation				√		4
	b. Students' activeness during teaching and learning process				√		4
	c. Students' response toward teacher's order to perform listening				√		4
	d. Students' interaction to teachers and the other students			√			3
	e. Students' ability to expand their idea in a listening form			√			3
	f. Students' understanding toward the material given				√		4
<b>Total Score</b>							41

Sayung, 7 Juli 2015

Observer

( Dra. Hj. Lailatul Faizah)

## Observation Checklist in the Second Cycle

No	Aspects	Score					Total
		1	2	3	4	5	
1	Teacher						
	a. Teacher's ability to manage the class				√		4
	b. Teacher's performance in teaching the material				√		4
	c. Teacher's ability to motivate and develop student's interest toward the material given				√		4
	d. Teacher's ability to evaluate students				√		4
	e. Teacher's ability to answer students' question				√		4
2	Students						
	a. Students' attention toward teacher' explanation				√		4
	b. Students' activeness during teaching and learning process				√		4
	c. Students' response toward teacher's order to perform listening				√		4
	d. Students' interaction to teachers and the other students				√		4
	e. Students' ability to expand their idea in a listening form				√		4
	f. Students' understanding toward the material given				√		4
<b>Total Score</b>							44

Sayung, 9 Juli 2015  
Observer

( Dra. Hj. Lailatul Faizah)

**Lembar kerja 1 :**

**Cycle 1**

**A. Match column A to column B !**

1. My mother has three children.  
Two sons and a.....
2. Our parents are father and.....
3. Mr. Agus is my uncle. I am  
Mr Agus's.....
4. Nuri is my Aunt's daughter.  
Nuri and I are...
5. The antonym of uncle is.....

- |             |
|-------------|
| a. Nephew   |
| b. Aunt     |
| c. Mother   |
| d. Daughter |
| e. Cousin   |

**B. 1. Mention the members of family**

**Key Answer :**

A. 1. d

1.c

2.a

3.e

4.b

B. Father, mother, son, daughter, sister, brother,  
grandfather, grand mother, wife, husband.



**Key Answer :**

A. 1. d

2. e

3. a

4. b

5. c

B. Nose, mouth, eyes, hair, eyebrow, cheek, chin, forehead, teeth,  
ears.

## KEY ANSWERS OF THE FIRST-CYCLE

### Pilihan Ganda

- |       |      |
|-------|------|
| 1. b  | 11.c |
| 2. b  | 12.a |
| 3. b  | 13.b |
| 4. a  | 14.d |
| 5. b  | 15.c |
| 6. c  | 16.c |
| 7. d  | 17.b |
| 8. b  | 18.c |
| 9. a  | 19.a |
| 10. d | 20.b |

### Essay

1. A note
2. Summer
3. Delay
4. Found
5. Things

## KEY ANSWERS OF THE SECOND-CYCLE

### Pilihan ganda

- |       |       |
|-------|-------|
| 1. a  | 11. c |
| 2. b  | 12. b |
| 3. c  | 13. b |
| 4. d  | 14. d |
| 5. a  | 15. a |
| 6. c  | 16. b |
| 7. b  | 17. c |
| 8. a  | 18. c |
| 9. c  | 19. c |
| 10. b | 20. a |

### Essay

1. Toes
2. Mouth
3. Eyes
4. Nose
5. Knees

# DOCUMENTATION

## Documentation of Pre-Cycle



## Documentation of First-Cycle



## Documentation of Second-Cycle

