Abstract: The purpose of this study was to investigate whether the application of learning strategies using songs could improve students’ listening skills. This research was conducted through a Classroom Action Research (PTK) research design. The subjects of this research were the first grade students of the Imelda Medan Senior High School which consisted of 34 students. This research was conducted in two cycles. Student effectiveness can be seen based on the students’ listening test scores. The research instrument was a written test using text which had deliberately omitted some words, a questionnaire. Based on the analysis, the students’ listening scores increased in each test. Researchers found that the average pre-cycle test score was 68.10%. Cycle I 70.48% and cycle II 78.31%. The increase in student test scores also showed an increase in students’ listening skills in each cycle. From the observations, it was found that the participation of students in pre-cycle was 56.3%, cycle I was 74.5% and cycle II was 80%. From the test sheet, the questionnaire found that the learning and teaching process was running better than before, where students were more active and enthusiastic in learning both individually and in groups. So it can be concluded that the use of songs in improving students’ listening skills can make students more active, motivating, and interested.

Keywords: Improvement of Ability, Listening, Songs.


Kata Kunci: Peningkatan Kemampuan Siswa, Mendengarkan, Lagu.
1. **INTRODUCTION**

*Background of the Study*

As defined by I.S.P Nation and J Newton (2009, p.37), Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of the other languages) are dependent on listening. Listening is one of important skills in learning English, but many students did not want to learn it because they thought listening English is difficult, uninteresting and unnecessary. Many students in senior high school show unsatisfied result in Listening competence. They did not confident and fluent when listening in front of the class, they also miss pronounce and difficult to express their idea when listening. Teacher must find appropriate methods to motivate students so that they are interested in learning English. So, the goal of listening is expected to be achieved. As we know, we can speak well only if we understand what is said. In fact, people cannot talk if they cannot hear other people’s conversation.

For that reason one of the strategies that can be used by teacher is to use media to support teaching and learning. There are some teaching media is available now, so writer use songs for improve students’ listening skills. As a foreign English Language has four skills (listening, reading, speaking, and writing) that have to be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it requires attention and concentration to understand the sound material being heard. There are several reasons why listening skills are difficult to master:

1. Students learn English by reading it, not by listening. Reading and listening are two different things. How to write and how to read in English are different, so listeners must understand what we say.

2. Material recordings are usually read by people who speak English. In recordings there are usually different accents or pieces of foreign language in their conversation. At school, usually their English language teachers are local residents. So students are not used to foreign-style speech.

3. When English people speak they have a slightly fast pace of speech. So when listening to the material the students’ focus is no longer on the material being listened but rather the speed of speaking of that person. Sometimes when they hear, they don't get the meaning of the first sentence, they are connected again with the second sentence.

4. The recorded material is not always familiar with students. Where sometimes the material from the recording may not have the background on foreign countries and cultures,
while students have the knowledge of foreign countries and cultures. So, sometimes they cannot understand the material or sometimes they misunderstood the meaning.

The reason why the writer conducts this research is because of the students of SMA Swasta Imelda still have difficulties in listening, they have problems of vocabulary unfamiliar words. So, the students can not 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 listening skill. Based on preliminary data above the researchers found suitable media to attract their attention and their desire to learn and encourage their listening skills. Using songs as a learning medium not only enhances their abilities but also increases the enthusiasm of class X students of SMA Swasta Imelda Medan High School in listening to English in the form of songs. 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. Thus, this research is formulated as follows “Improving Students’ Listening Skills by using Song at SMA Swasta Imelda Medan”.

The Problems of the Study

The researcher formulated the problem as follows: "How do you implement songs in learning in order to improve listening skills and increase the vocabulary of class X students at SMA Imelda Medan?"

The Objectives of the Study

Based on the research questions above, the objectives of this study are: This is to determine the increase in listening skills of class X students at Imelda Medan Private High School through songs.

The Scope of the Study

This research focuses on increasing listening comprehension and students’ ability to listen the meaning of the material heard from a song in class X at SMA Swasta Imelda Medan.

The Significance of the Study

The study were expected to be useful for:

1. Theoretically: The findings of this study provide information and theories about developing media for listening skills.
2. Practically, they are follows:
   a. For the teacher, to give them more information about another technique and how to apply it in listening skills.
   b. For the students, it is hoped that students can improve students’ skills in English by using English songs.
   c. For researcher, to help the next researcher candidate of the teacher to apply a media in teaching listening skills.

2. REVIEW OF LITERATURE

Definition of Listening Skill

Listening is a learned behavior, a mental process related to listening, attending, differentiating, understanding, and remembering. It can be improved with practice. Listening is very important in language, which means not only briefly listening but the recipient must provide feedback. According to Hidayat (2013: 21), "listening is considered an important skill that must be mastered. How well a person listens has a big impact on the quality of their relationships with other people ". This means that listening is the ability to understand the message expressed by the speaker through sound. In processing the information heard by listeners, they carry out at least five elements in the process - listening, attending, understanding, responding, and remembering.

Being a good listener will make us a good speaker too because by listening well we will train our concentration on the material being discussed so that we understand the material. It is for this reason that we need to practice our concentration while listening. This kind of thing happens a lot during the process too learning and teaching in the classroom. Many students do not understand the material presented by the teacher because they do not practice their concentration when listening so they do not understand or misinterpret. From the above statement it can be concluded that listening is the process of receiving information from speakers to listeners with full attention in listening.

The Listening of Process

Listening is a skill in communicating. For this reason, listeners must understand good and correct listening methods so that communication can be effective because the message conveyed can be unclear if the communication process is ineffective. According to As Roost
(1994, p.141-142) shows that listening is important in language class because it provides input for students. Without understanding the proper level of input, any learning cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. There is actually much listening that occurs in five stages. They hear, understand, remember, evaluate, and respond. Listening does not happen in this way, but there needs to be a committee and energy and concentration because not everyone else concentrates on listening so that he or she can become a good listener in the stages that are known to be important in listening.

1. Hearing
   The listening process refers to responses in the form of verbal and nonverbal messages such as facial expressions and sign language.

2. Understanding
   At this stage the recipient of the message will try to understand or analyze what the speaker said, both the speaker's mind and the intonation that represents the speaker's emotions or stimuli that we feel.

3. Remembering
   Remembering is an important listening process because the recipient of information does not only listen but filters out the most important topics in the material we listen to.

4. Evaluation
   This stage is usually referred to as the conclusion stage to determine the next step or listener response.

5. Responding
   For the final stage of listening is responding to or responding to the speaker. At this stage the sender of information will receive feedback about the information in sending the message.

**Listening Function**

The purpose of listening is to fully understand what we are trying to communicate to others. The listening function can be summarized as follows:

a) To focus on communicating with other people.
b) To get a complete and accurate understanding of the problem
c) To convey interest, care and concern for others.
d) To develop an interlocutor-centered approach during interactions.
The Definition of Song

Songs are pieces of music to be accompanied. In song lyrics, it is usually a description of someone's feelings such as when they are happy, when they fall in love, when they are grieving and other times. Through song lyrics in the form of messages and spoken words and sentence structures that describe the listener's imagination and create various meanings. Song also serves as a passionate spirit like in times of struggle, about uniting diversity and instilling attitudes or values that can then be felt by others. According to Hornby (1995: 1133) a song is a piece of music with the words sung. In a different way, according to Nurhayati (2009: 2) the song is the right source, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Songs are an important part of learning English because songs make students more sensitive to sounds.

When the children are taught by the teacher to like the song, they will be happy and enthusiastic about learning English. So that through songs in learning activities can foster children's interest in being happy and learning, even children can more easily understand the teaching material presented. "Songs can stimulate a positive emotional attitude towards language learning (El-Nahhal, 2011: 18)". Connected between music is a form of mass communication of composed songs and songs by communicators in large numbers through the function of mass media as storage media.

The Elements of Song

When the teacher chooses a song as a medium used to improve students' listening skills, the teacher must know the basic elements in the song.

a) Melody

A melody is a series of three or more notes in music that is listened to sequentially and rhythmically. Melody is sweet music, tone and tone settings are contained in the music, the basic elements of a melody are duration, level and quality.

b) Rhythm

Rhythms are horizontal variations and accents of common sounds. In other words, rhythm is the time of music and music of silence.

c) Lyrics
Lyrics are the words contained in the song. The role of song lyrics is not only as a complement to the song but the most important part of the musical elements that determine the meaning, character and mission later.

Type of Music in Research

The type of music in this research is pop music. Why did research choose pop music? Because the dominant circle of students is very fond of pop music than other types of music. This is also directly related to the habits and feelings of students. One of them is pop music is usually used as music in games, pop music also usually describes the feelings of young people who are volatile in terms of love and in pop music also contains enthusiasm and motivation, it can be briefly concluded that pop music is able to represent the feelings of young children. This is the main background of researchers using pop music as a means of improving listening skills. Researchers conducted a 3-stage test using pop music, the first at the level of easy tests, moderate tests and difficult tests.

Sevik (2012: 13-14), in his latest article discusses pre-teaching activities, temporary teaching activities, post-teaching activities, and follow-up activities. As Sevik appreciates, to increase children's interest, in the introductory part of the lesson, the teacher has to determine the visuals related to the vocabulary in the song and ask them to predict its contents. Then, using visual reading with action, the teacher reads and explains the title of the song. Next, the teacher asks students to put out the words in English so that they can match the song title and write the words on the board. Finally, the teacher uses actions and pictures from the student book to explain the meaning of new words. By praising and first, children are encouraged to better understand these language items while listening to songs. Understand the song while supporting the activity while listening. However, the song must be played several times so that students can play the song and accompany the movements.

- The first time they listen to songs, children do nothing but listen to music and words.
- The second time the children listen to a song, they see the teacher singing and acting. The children are still not able to do it, but only take action.
- The third time they listen to children's songs trying to sing along with the recording or the teacher.
- And finally, when listening to the fourth song, the children together with the recording or the teacher and take action. This stage can be repeated several times.

The last stage in the process usually starts with communicative activities. At this point, it is a good idea to complete activities where students are competing, playing or acting.
Songs as a Source of Motivation the idea of motivation is difficult to understand because "different people are motivated by different things" House (1997: 10). As with House reviews, children need to be motivated individually or in groups. With members supporting the child, the teacher supports and maintains an interest in English.

The Definition of Vocabulary

Vocabulary is the mastery of vocabulary that we know in language. According to Barnhart (2008: 697) states that vocabulary is a collection of words used by people, groups of people, professions, and a collection of word lists, usually in alphabetical order and determined. The more vocabulary we know, the faster we master a language. In this research, which will be carried out where the use of songs as a medium to improve listening skills besides that the song media also serves to improve students' vocabulary understanding.

3. RESEARCH METHODOLOGY

Research design

This research is a Classroom Action Research (PTK). The definition of CAR is explained by Shofiya (2014, p.22) CAR is a type of research design that is carried out on a cycle basis and implemented to improve the quality of teaching and learning activities in the classroom.

In conducting this research, researchers asked for help from the Imelda Private High School English Teacher. As Arikunto and Supardi said, (2008: p.22) it is suggested for novice researchers to collaborate in conducting action research. The teacher assists researchers in planning, acting, observing and reflecting

Research Subjects

In this study, researchers took samples of class X SMA Private Imelda Medan. They come from class X1 students of Imelda Medan Private High School. They consist of 34 students. The data that has been collected, teachers and researchers discuss and evaluate to determine the next cycle.

Research procedure

There are four components in one cycle for performing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research was
organized into two cycles. They are cycle one and cycle two. The activities that will be carried out in each cycle are as follows:

1. Pre-cycle

   In the pre-cycle the researcher intends to find out the students' initial conditions. Researchers will observe student activities in the listening class. Based on these observations, the researcher knows the problems that occur in students and their difficulty in listening.

2. Cycle 1 Researchers use songs in teaching listening. The topic is expressing agreement and disagreement. The procedure is as follows:

   a. Planning
      • Develop lesson plans.
      • Prepare media related to the material.
      • Prepare teaching materials.
      • Prepare the observation checklist.
      • Making cycle test instruments 1.

   b. Action
      • Researchers as teachers explain the material.
      • Researchers as teachers play song music to students.
      • Researchers ask students to work in groups and individually.
      • The point of observation is to check: Student activities in listening to children's songs. Student response during the teaching and learning process.
      • Improve students' listening skills.

   c. Reflecting
      This step analyzes all the actions that have been taken.

3. Cycle 2

   a. Planning
      • Identify problems and come up with solutions to them.
      • Develop lesson plans.
      • Prepare media related to the material.
      • Prepare teaching materials.
      • Prepare an observation checklist.
      • Perform a cycle 2 instrument test.

   b. Action
      • Researchers as teachers explain the material.
      • Researchers play children's music to students.
      • Researchers ask students to work in groups and individually.

   c. Observation
      The main observation to find out: Student activities in listening to children's songs. Student response during the teaching and learning process. Improve students' listening skills.

   d. Reflecting
      This step analyzes all the actions that have been taken. Based on the data that has been collected, the researchers conducted an evaluation based on previous activities. Researchers analyzed the results of all tests and compared the overall
student learning outcomes. Thus, researchers can draw conclusions in conducting classroom action research.

4. Post Test

After listening to the second one, review the answers with class members. If necessary, replay the passages where the student had difficulty understanding the words.

DATA COLLECTION TECHNIQUE

To collect data, researchers used several techniques, namely:

1. Observations

Observation is the process of systematically observing and writing phenomena that occur in class.

2. Test

The test is an instrument for measuring student progress in each step during the study.

DATA COLLECTION INSTRUMENTS

The instruments used in this study were:

1. Test

According to Rusli Lutan (2000: 21) the test is a tool used to obtain information about a person or object. Tests are given to students to measure their ability to master vocabulary. There are two kinds of tests, namely pre-test and post-test.

   a. Pre-test

   The pre-test was carried out to obtain data about the Teaching Listening knowledge of students and was given before the teaching experiment was carried out.

   b. Post-test

   The post-test is given after implementing the strategy in the teaching and learning process to determine the development of students' vocabulary skills.

2. Questionnaires

   Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. The questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measured and knows what is expected from the respondents Iskandar (2008: 77).

DATA ANALYSIS TECHNIQUE
This study will use 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 and cycle II. 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: based on Gumilar (2012,p.38)

Table 1. Formula of Percentage based on Gumilar (2012,p.38)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>=</td>
<td>100%</td>
</tr>
<tr>
<td>F</td>
<td>÷</td>
<td>N</td>
</tr>
</tbody>
</table>

P = Percentage
F = Frequency
N = Total of respondent.

Table 2. Criteria of Test Based on Gumilar (2013, p,39)

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Level of Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>60-79%</td>
</tr>
<tr>
<td>3</td>
<td>Average</td>
<td>40-59%</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>20-39%</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>&lt;20%</td>
</tr>
</tbody>
</table>

2. The technique of analyzing data from the Test

A test is an instrument or procedure designed to obtain the performance of students with the aim of measuring their achievement of certain criteria. Researchers used achievement tests to measure students' progress in listening. After calculating student scores, the researcher calculated the mean to measure the increase in student scores in each cycle. According to Nana Sudjana (2013, p.109) "The mean or average is obtained by adding up the scores divided by the number of students". Thus the simple formula is:

\[ \bar{X} = \frac{\sum X}{N} \]

\( \bar{X} \) = mean
\( X \) = total set score
\( N \) = number of students.
From the results of the formula, the researchers analyzed the test scores and the results of the observation checklist to determine the increase in students' ability in listening skills after being taught by using songs.

4. RESEARCH FINDINGS AND DISCUSSIONS

The Preliminary Study

This research was conducted at Imelda Medan Private High School. Class X students taken as a sample in this study. Data about the abilities of students collected by using an English pop song, which is pre-test and post-test. Pre-test given to students measure their ability to obtain vocabulary before teaching. Based on observations of students' listening skills students are still low. Based on this problem researchers want to apply pop songs as a forum that will improve students' listening abilities. The author finally gave a post-test to measure their abilities after learning by using English pop songs.

When the researcher took a part in the class for preliminary research, the researcher found many problems in the classroom. The first problem is the classroom situations, the class was very crowded the class consist of 34 students and the teacher could not manage the classroom easily. The second problem was the technique used by teacher is not suitable with the students condition, it is seen from the students respond on the teacher explanation. The last problem was the limit of student’s vocabulary caused many errors of the student’s understanding and student’s motivations in learning English.

Research Process

Pre-Cycle Analysis

On this occasion, student activity research adds to the initial preparation of the problem. Researchers found many difficulties in listening activities, ranging from problems in pre-cycle observation, researchers wanted to use pop songs to improve their listening skills. The activity cycle is as follows:

a) The teacher starts the teaching and learning process by giving greetings
b) The teacher plays pop songs
c) Ask students to sing together
d) The teacher asks students to memorize pop songs they listen to.

First Cycle Analysis
A. Planning

When the first cycle was carried out the results of the students' listening skills did not satisfy me. So the researchers decided to use pop songs to improve students' listening skills. Before applying pop songs as a teaching medium for listening, the researcher prepared the teaching tools needed in the teaching and learning process such as lesson plans, observation lists, loudspeakers, papers and student tests.

b. Apply

In this activity the researcher becomes a teacher and he is accompanied by other teachers as observers. In the first cycle, the song is I Have a Dream. The teacher instructs them that during the lesson they listen to the song carefully. Also, encourage them to be quiet and not make a fuss in class. The teacher starts the class and the students are divided into six groups. And each group consists of five students and six students. After that the teacher plays a song using speakers. Then the teacher gives directions so that students fill in the blank words in the song lyrics correctly and must answer the questions accordingly. After working in groups, the teacher asks students to work individually on making questions and also answering questions related to the topic.

c. Observe

For approximately 30 minutes, the teacher observes students 'conditions when the teacher applies songs as a medium to improve students' listening skills. The teacher is also assisted by Mrs. Diana Simanjuntak S.Pd as an English teacher. When applying songs as a medium to improve listening skills, there were some students who were confused about this method. Because they are still confused with the song, because they don't know what they heard. However, many students were enthusiastic and happy to listen to the song. After practicing listening using songs, the researcher gave a written test to measure the students' listening ability. There are two student activity tests. The teacher asks students to work in pairs and individually.

d. Reflecting

Based on the activities carried out by researchers during cycle I, it was found that students still had difficulty listening and had not been able to respond well to the learning process using children's songs to improve listening skills. Students still don't focus on the material; they do not listen to the teacher's explanation, and some are still confused in the learning process. The teacher completed student observations in cycle I and the teacher reflected and evaluated learning activities in cycle I. From the above temporary conclusions,
a solution to the problem of the learning process was obtained by using children's songs to improve students' listening skills and must be completed in the next cycle.

Second Cycle Analysis

a. Planning

The second cycle is the same as the first cycle. The first cycle about teaching and learning and assessment tests. In this second cycle the teacher also prepares learning tools for the teaching and learning process that will support learning activities.

b. Apply

Before the teacher starts the teaching and learning process, he asks students to focus more on paying attention to the lesson. The teacher starts the class by dividing the students into six groups and each group consists of five students and there are 6 students. After that the teacher plays the song using speakers. Then, the teacher asks students to fill in the blank words in the song correctly and must answer the questions in a matching manner. After they work in groups, the teacher asks students to work individually on making questions and also answering questions related to the topic.

c. Observe

In cycle II students in cycle II showed enthusiasm and joy of students. Students pay attention to teacher instructions. There were 8 students who asked the teacher about the topic of children's songs. However, there were still some students who had difficulty answering questions. After the song was applied as a medium to improve students' listening skills, the researcher gave a test. The test form is a written test. So researchers ask students to work in pairs and individually.

d. Reflection

Based on the activities in cycle I, there were many obstacles faced by students in understanding listening, but in cycle II activities, it was seen that student activity increased slightly. Students are more focused on the material they listen to the teacher's instructions very well and they look very enthusiastic and more

Students focus on the learning process. In this cycle students are not confused with questions. Then the teacher completes student observations at school. in this second cycle the teacher reflects and evaluates the learning activities in the second cycle. After the observation technique was carried out, the researcher measured his listening ability using songs, then tested his ability to measure it.
Data

Analysis data from students of class X SMA Private Imelda Medan. This category consists of 34 students. This is done to understand students' English grammar skills in using place prepositions. The mean score from the baseline test was 68.08. The average score of the first test was 70.47. And the average score of the second exam was 79.52. The table shows the students' scores from each category.

Table 3. The Result of Test from the First Cycle until Third Cycle as Follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Cycle</th>
<th>First Cycle</th>
<th>Second Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S1</td>
<td>68</td>
<td>70</td>
<td>86</td>
</tr>
<tr>
<td>2.</td>
<td>S2</td>
<td>68</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>3.</td>
<td>S3</td>
<td>56</td>
<td>71</td>
<td>77</td>
</tr>
<tr>
<td>4.</td>
<td>S4</td>
<td>70</td>
<td>64</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>S5</td>
<td>72</td>
<td>65</td>
<td>76</td>
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<tr>
<td>6.</td>
<td>S6</td>
<td>55</td>
<td>66</td>
<td>78</td>
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<td>7.</td>
<td>S7</td>
<td>63</td>
<td>68</td>
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<td>8.</td>
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<td>9.</td>
<td>S9</td>
<td>68</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<td>74</td>
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<td>68</td>
<td>74</td>
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<td>16.</td>
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<td>S17</td>
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<td>25.</td>
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<td>S28</td>
<td>76</td>
<td>66</td>
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<td>S27</td>
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<tr>
<td>28.</td>
<td>S28</td>
<td>69</td>
<td>63</td>
<td>81</td>
</tr>
<tr>
<td>29.</td>
<td>S29</td>
<td>73</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>S30</td>
<td>77</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>31.</td>
<td>S31</td>
<td>56</td>
<td>66</td>
<td>77</td>
</tr>
<tr>
<td>32.</td>
<td>S32</td>
<td>71</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>33.</td>
<td>S33</td>
<td>77</td>
<td>74</td>
<td>81</td>
</tr>
<tr>
<td>34.</td>
<td>S34</td>
<td>72</td>
<td>72</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>2315</td>
<td>2396</td>
<td>2704</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>68,08</td>
<td>70,47</td>
<td>79,52</td>
</tr>
</tbody>
</table>
From the table above, it can be concluded that there is differences in students' ability to listen after the application of media using songs. In the pre cycle stage the average percentage that can be achieved by students is 68.10%. This means that the ability to listen to students is still relatively low. The students have difficulty in listening ability. They do not know what they hear. At a later stage of the cycle students can understand the meaning of what they hear from the song they hear. And in this cycle, the average score increases to 70.48%. This shows that there is an increase in the ability to listen to students. At this stage students have not been able to achieve the standard score they get is still low too. So, the researchers decided to proceed to the next stage.

In cycle II students are assigned to apply songs as a medium to improve listening skills. So the problem encountered in the previous cycle can be completed. In this cycle the ability to listen to students is significantly increased. The average value is 79.52%. That indicates that the average has reached a standard score (KKM). All students score more than the standard score. From the explanation above, researcher concluded that the application of song media can be a teaching technique to improve students' listening skills. Application songs can increase student activity on teaching and learning process. That can be seen from the results of the observation list summarized in the table below:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Pre Cycle</th>
<th>First Cycle</th>
<th>Second Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>56.3%</td>
<td>74.5%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Based on observations, pre cycle activities have a percentage of 56.35%. This means that pre cycle activity is average. They are still silent and do not understand and confused about the media by using songs to improve their listening skills. While percentage of student activity when the researcher applying children's songs in teaching listening in cycles one was 56.3%, 74% in cycle two and 80% in cycle three. This shows that there is an increase in student activities in each cycle after they were taught to use song. The observations indicate that the student's activities in the teaching and learning process increases in each cycle because they are taught using songs in learning process. In cycle II, student activity is more increased than the previous cycle, especially when they are assigned to listen to a song and play it together. The students are more active than before and they really enjoy the learning process with the song media.

5. CONCLUSION AND SUGGESTION
Conclusion

In this chapter, researchers want to draw some conclusions from the previous chapter and will also give some advice as contribution to support the teaching and learning process. After doing researchers at SMA Swasta Imelda through the process of observation and test. The researcher summarizes some conclusions, namely:

1. The use of songs has been recommended in teaching listening process. The use of songs is very desirable by students to be applied as an effort to improve listening skills. Students get easy and interesting method of listening.

2. An increase in the value of students in each cycle done. Researchers found that the average test score was in pre cycle is 68.10%. Cycle I is 70.48% and cycle II is 78.31%. An increase in student test scores also shows students' listening skills improve in each cycle. From the observations showed that students participation in pre-cycle was 56.3%, cycle I was 74.5% and cycle II is 80%. This means the use of songs in improving Student listening skills can make students more active, motivating, and interested.

3. The teacher must plan time well. They must be careful in choosing songs. The concept of using the song listening material is embodied in the lyrics of popular songs sung by their favorite artists that they idolize are adhering to the same values and the same principles taught in authentic material, things like commitment, responsibility, love and affection. Getting messages through song lyrics is much cooler and cooler. Songs are also easily available, songs present new vocabulary and expressions in context, through songs students become accustomed to native speaker pronunciation, songs provide topics for discussion, and finally most students enjoy listening to and analyzing songs.

Suggestion

Countless gratitude is for Jesus Christ until I can complete the research. Hopefully this research can provide benefits. Therefore, the researcher wants to propose several recommendations to consider as follows:

1. As English teachers, they must be creative and innovative in designing teaching and learning processes. The teacher must be able to find new ways of communicating material for students to make the learning process more effective. What's more the use of media can help students who have problems or difficulties in learning English. In this case, the teacher can use songs to improve students' listening skills. Songs can also be implemented at any time both when the teacher wants to teach vocabulary, grammar and pronunciation. Where are we knowing that almost all students like song, so that it...
can be used as one way to increase student participation inside teaching and learning process.

2. This research is expected to provide useful information on readers about the song used to improve student listening skills. This can be used as a research reference which is related to this research.

REFERENCES


