**DEVELOPING ENGLISH LISTENING SONGS MATERIAL BASED ON SCIENTIFIC APPROACH FOR THE TENTH GRADE STUDENTS OF**

**SMAS IMELDA MEDAN**

Liza Muharina Bayazid1, Prof. Dr. Sumarsih, M.Pd.2

1English and Literature Department, Universitas Negeri Medan, Indonesia

2English and Literature Department, Universitas Negeri Medan, Indonesia

**lizabayazid@gmail.com**

**prof\_sumarsih@gmail.com**

**ABSTRACT**

The objective of this study as to develop an appropriate English listening songs material based on Scientific Approach for grade tenth. This study was carried out at SMAS Imelda Medan. This research was conducted by using Research and Development (R&D) method. The research of Research and Development which contained six stages; gathering information and data, analysing data, designing materials, validating new materials by expert, revising materials based on expert suggestion, and final product. The data was gathered through the distribution of questionnaire for students and interviewed an English Teacher and students to get the student’s need. The study’s conclusion resulted in the development of the English listening songs material E-Book, which may be used as a learning material for students to learn English listening songs. The product has been validated by two experts in percentage terms, the average score of expert validation was 91.4% in linguistic aspect, the process aspect was 94.2%, the content aspect was 93%, and the layout was 92%. The average score was 93% which was categorized as very good and it was suggested to use in English class especially for English listening songs at Senior High School level.

**ARTICLE INFO**

**Article History:**

*Received*

*Revised*

*Accepted*

**Keywords:**

*English Listening, Songs Material, Research and Development (R&D)*

**How to Cite: (APA Style)**

Name, N. (Year). Title. *Jurnal Linguistik Terapan Bahasa Inggris*, Vol (Issue), page-page. https://doi.org/10.24114/lt.v18i2.27893

**INTRODUCTION**

The ability of students to master the four-language skill becomes an important goal in the process of teaching and learning English. These will include receptive skills such as listening (understanding spoken language) and reading (understanding written language), as well as productive skills such as speaking (producing spoken language) and writing skill (producing written language).

Brown (2007:247) has mentioned that Listening is the most crucial part of language acquisition and teaching since students listen more than they speak in the classroom. Songs can help you improve your listening skills in a variety of ways. Some people enjoy singing, but you can use it to improve your hearing. When you listen to a song, especially an English song, you unconsciously train your ears to listen more thoroughly, and when you are in a listening class, you can understand the meaning of sentences while listening.

Based on interview teacher conducted at SMAS Imelda Medan, it was discovered that during the process of teaching English Listening materials, the teacher does not explicitly utilize the English listening materials for teaching listening. Moreover, the content used for teaching listening found within the provide textbook does not specifically include any topic skills. It was found that students were less focused and interested in learning English listening because of the lack of facilities and interesting materials in the teaching and learning process. The teacher speaks Bahasa dominant than English.

An interview with the English teacher exposed that the material used in her process of teaching listening mostly obtained from other sources such as the internet and her personal English book. The teacher mostly took her teaching materials from other sources due to the listening materials attained in provided the textbook does not outfit the needs of the students and the learning objectives.

Based on the observations and interviews with tenth grade students conducted at SMAS Imelda Medan, it was discovered that during the teaching and learning process the teacher used Bahasa more often due to the lack of students' ability to understand the learning objectives and objectives. The teacher is also in the teaching and learning process using improvised subject matter and using classical ways such as students reading text from textbooks and other students listening to the intent and purpose of the text being read.

Teaching English is not like teaching any other subject. A teacher's rule is desperately needed. The teacher should strive to improve their knowledge and skills. He or she must be able to explain the material briefly, clearly, and correctly; additionally, he or she must explain the material in an interesting way, such as through song. As a result, students will be more interested and motivated to learn English.

Songs, in fact, it's been a part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and when combined with language lessons, they can be very beneficial (Schoepp:2009).

**METHOD**

 The Research Design of this study is a Research and Development. Borg and Gall (2007) has mentioned that Educational Research and Development is a process use to develop and validate educational products. Sugiono (2009:297) defines that research and development as a research method used to create a specific product and test its effectiveness. Research is used to analyze needs and test the effectiveness of certain learning products so that they can function in the larger community.

Borg and Gall (2007: 571) define that the six steps of the Research & Development (R & D) method are: (1) gathering information data, (2) need analysis, (3) developed listening material, (4) Validating material by experts, (5) revision, (6) Final Product.

This study is intending to develop and produce materials used in schools. The material to be develop is listening English song material for class Tenth Grade SMAS Imelda Medan.

This research was conducted at SMAS Imelda Medan which located in *Bilal Street No. 24, Pulo Brayan Darat I. Kecamatan Timur, Kota Medan, Provinsi Sumatera Utara*. The subject of this study was the Tenth-Grade students of science first class (MIA 1) were chosen. Based on the data attain during the preliminary observation, students in this class consists of 28 students. Another subject of this research was the teacher who in charge of teaching English in this class in SMAS Imelda Medan. The reason why the researcher chooses this school because it found that English listening songs materials used in English language teaching was not related to the students’ need and no research had been conducted on listening to English songs at this school. Thus, this school was ideal for the development of the product.

**FINDING**

The finding of the data analysis is reported. Data was collected and processed to answer the question posed in Chapter 1 of this study. The main conclusion of the study was that grade tenth senior high school students require adequate listening English songs materials development, particularly descriptive text. The listening English songs materials were developed in six phases: 1) gathering information and data, 2) analysing data, 3) designing materials, 4) validating new materials by expert, 5) revising materials based on expert suggestion, and 6) final product.

1. **Gathering Information and Data**

Data collection was the first stage in developing English Listening skill materials for SMAS Imelda Medan grade tenth students based on the 2013 Curriculum. The data for this study was gathered using a variety of methods, including a document, a questionnaire, and an interview.

The researcher conducted the preliminary observation on February 25, 2022, in SMAS Imelda Medan, based on the reviewing documents (syllabus, textbook), based on Curriculum 2013, the basic competencies for the tenth-grade students of senior high school is provided in Appendix D; students were expected to demonstrate their ability to comprehend a variety of ideas with communicative purpose, text structure, and specific linguistics features. The syllabus can be seen in Appendix A.

1. **Need Analysis**

The need analysis was the second step in conducting this research. The questionnaire in this study consisted of 15 questions divided into two categories: target needs and learning needs. Target needs addressed the students' goals, needs or necessities, deficiencies, and desires. In the meantime, the learning requirements addressed the learning input, procedure, settings, and learner role. These two needs remained inevitably discovered before developing the materials. The data of the students ‘needs collected from the student’s responses to the questionnaires distributed on September 20th, 2022 at SMAS Imelda Medan.

The need analysis questionnaire was provided to tenth-grade students of SMAS Imelda Medan by employing random selection. The respondents of this research were twenty-eight students. The needs analysis questionnaire can be seen in Appendix E. the detailed conclusions of the need analysis are reported below.

1. **Developed Listening Material**

The researchers identified the, syllabus, and textbook used by the teacher in English listening in the class. Need research was essential to construct the English Listening materials e-book, appropriate for core and essential competencies.

The materials could be customized to the teacher’s preferences based on the target and learning needs. It was a unique medium for the students because each part of the English listening songs materials e-book was accompanied by a picture, audio, or video that served as support for the materials that students needed.

To implemented the curriculum of 2013 that applied scientific approach can be done in the following steps:

1. Observing: There are two main activities that must be carried out before starting the observation process. First, teachers provide students with numerous opportunities for observation. The teacher gives the students songs by Ed Sheeran-Photograph.



**Figure 4.1 Observing**

1. Questioning: It contains a few task in which the tasks are provided to add some information about English listening songs by making some questions related to listening songs and answering the questions based on the audio. Its purpose is to help the students practice their critical thinking in making questions.
2. Experimenting: it contains a few task in which the tasks are provided to let students try to implement what they have been observed.
3. Associating: It contains a few tasks in which the tasks are provided to make the information or knowledge that students have earn becomes a memory in their thought.
4. Communicating: Communicating is an ability that draws conclusions from the facts that have been observed and tested. It includes a few tasks that allow students to practice their writing skills and convey the information learned about conceptual understanding or conclusion in the form of listening songs.
5. **Validating Materials by Experts**

After completing the materials design, the next stage of the R&D method was expert validations. In this stage, the researcher gave the developed product to the experts: the lecture and the teacher. The experts assessed the appropriateness of the materials. In validating materials, there were at least two validators. The first evaluator was from the lecturer, and the second was from English teacher in SMAS Imelda Medan. Those are pointed due to their ability or mastery in teaching listening by English songs. Evaluators give judgement to materials design.

**Table 4.9 The Score of Each Scale**

|  |  |
| --- | --- |
| **Scale Range** | **Category** |
| 81% - 100% | Very Good |
| 61% - 80% | Good |
| 41% - 60% | Fair |
| 21% - 40 % | Poor |
| ≤ 20% | Very Poor |

There were seven questions about linguistic feature, seven question about process, seven questions about content, and five questions about layout. Then, after the questionnaires, there was a section for experts to provide comments and suggestions on specific criteria components.

Evaluating this learning materials involved two experts: Mr. Indra Hartoyo, S.Pd., M.Hum., a lecturer at Universitas Negeri Medan, and Mrs. Mardiana Simanjuntak, S.Pd., an English teacher at SMAS Imelda Medan. The expert determined whether it has been proper or not. The experts’ validation sheets are provided in Appendix G and H. The validation outcome was as follows:

**Table 4.14 Total Validation Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspect** | **Expert** | **(%)** | **Criteria** |
| **I** | **II** |
| 1 | Language | 4.1 | 5 | 91.4 | Very Good |
| 2 | Process | 4.4 | 5 | 94.2 | Very Good |
| 3 | Content | 4.4 | 4.8 | 93 | Very Good |
| 4 | Layout | 4.6 | 4.6 | 92 | Very Good |
| **Total Score** | **17.5** | **19.4** | **370.6** |  |
| **Score** | **4.4** | **4.85** | **93** | Very Good |

The average score from the experts was 93%, and it was categorized as Very Good. Thus, the final draft of the developed Interactive E-Book as English Listening based on English Songs Materials was valid and appropriate to be used as learning materials for grade tenth students at SMAS Imelda Medan.

1. **Revision**

The experts gave many ideas and recommendation on revising specific components of the created learning media to enhance the quality of the listening English songs materials E-book.

1. **Final Product**

After completing all material revisions based on expert suggestions and having been accepted, the material for listening to English songs was completed as a complete product. Appendix I contains the material’s final product.

**DISCUSSION**

The first stage of this research is gathering information and data. The data were collected by observing the curriculum and existing materials, distributing questionnaires to the students, and interviewing the tenth-grade English teacher and students. The questionnaire was conceptualized by Hutchinson and Waters (2014) and Nunan (2007). The researcher distributed the questionnaire to 28 students of X Mia 1 in SMAS Imelda Medan. In the questionnaire that was distributed to students, their English listening ability level was generally at the novice level. In learning English students prefer materials using interactive learning with audio and video such as songs, movies. Listening learning using songs as learning material can make students better understand the material.

Needs analysis was carried out by distributing student questionnaires that included targets and learning needs. The students admitted that they found it easier to learn to listen to songs to have material that involved video and audio in motivating them in the learning process. In addition, the use of materials such as computers and smartphones are considered an effective way in the learning process.

Hutchinson and Waters (2014) state that the target needs are the tasks the learner must perform in the target situation. The target need has three components: necessities, lacks, and wants. Students are required to have the ability to use appropriate structure, organization, and word choice when listening an English song for necessities. The students desired to improve their English listening sills using the available resources. Amongst other difficulties, the students struggled with pronunciations.

The second steps involved data analysis. The data analyzed was the result of observation, a questionnaire on the need analysis students, and an interview with an English teacher and students. These phases aim to modify information regarding students’ identities, needs, problems, and learning interests, especially listening skills. The analysis result will serve as a guide for the researcher as he or she creates materials based on the interest and requirements of the students.

An expert validated the next stage. Experts reviewed the materials by distributing questionnaires. The item of questionnaires had been adapted from BSNP. The questionnaires covered four aspect of materials evaluation: evaluate the appropriateness of the linguistic, process, contents, and layout.

The final score of four aspect of materials evaluation as 4.4 from the first expert and 4.9 from second the expert with average 4.6 which as in the range of 4.60 ≤ x ≤ 5.00. The score indicated that the developed materials entitled *“Developing English Listening Songs Material Based on Scientific Approach for the Tenth Grade Students of SMAS Imelda Medan”* was considered “Very Good” by the which predicate.

**CONCLUSION**

The researcher draws the conclusion after collecting data and analysing it as follows, the English Listening Songs Material based on Scientific Approach was designed by fitting the resources based on basic skills and student’s requirements. The need analysis was conducted on September 6th, 2022, at SMAS Imelda Medan, with 28 students in the tenth grade being given a need analysis questionnaire. The design of the listening songs material is based on 2013 curriculum. After that, the new English listening songs material based English Songs was produced. Next, the learning materials was validated by utilizing expert judgment by two experts to see the inadequacies or items that had been missed so that the researcher may update it. The average score given by the expert as 4.4 and 4.9, the average is 4.6 or 93 percent. After the English Listening Songs Materials E-Book had built, the pupils may access the materials on a computer or mobile phone and share it with the teacher. Based on those findings mentioned, it was concluded that English Listening Songs E-Book could be one of the recommended tools in developing students’ material, particularly in English Songs.

**REFERENCES**

Borg, W. R., & Gall, M. D. 2007. *Research and Development in Education.* Cambridge: Cambridge University Press

Brown, Steven. (2007). *Teaching Listening*. Cambridge University Press.

Hutchinson, T., & Waters, A. (2014. *English for Specific Purposes.* Cambridge University Press.

Nunan, David. 2007. *Practical English Language Teaching*. New York.

Parto, S. (2009). *Seni Musik Barat dan Sumber Daya Manusia*. Yogyakarta: Pustaka Belajar.

Rost, M. (2011). *Teaching and Researching: Listening. Routledge.*

Sarıçoban A, Metin E (2010). *Songs, Verse and Games for Teaching Grammar*. Internet TESL J., VI/10: October. At URL: (<http://iteslj.org>).

Schoepp K (2009). *Reasons for Using Songs in the ESL/EFL Classroom.* The Internet TESL J. VII/2: February (2001), at URL: (<http://iteslj.org>).